DOCUMENT RESUME

ED 082 935

RC 007 413

AUTHOR	Brischetto, Robert; Arciniega, Tomas
TITLE	Inequalities in Educational Opportunity and the Chicano. A Study of School Systems in the Southwest. Final Report.
INSTITUTION	Texas Univ., El Paso.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.n
BUREAU NO	BR-2-F-116
PUB DATE	Oct 73
CONTRACT	OEC-6-72-0734(509)
NOTE	318p.
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	*Attitudes; *Civil Rights; Court Litigation; *Educational Opportunities; Language Handicaps; *Mexican Americans; Minority Groups; Resources; School Policy; School Superintendents; Services; *Social Discrimination
IDENTIFIERS	*Southwest

ABSTRACT

This research examined educational inequalities for Mexican Americans in the Southwest. A questionnaire survey was conducted in 1972 on a sample of 636 superintendents in the public school systems in Arizona, California, Colorado, New Mexico and Texas. The study was designed as a follow-up to a 1969 Civil Rights Commission survey of 538 superintendents in districts with at least 10 0/0 Mexican American enrollment and of 1,166 schools within these districts. A subsample of "Anglo" districts was added in the 1972 survey to estimate the extent of inequalities among districts of different ethnic enrollments. Quantity and quality of educational services were found to be highly related to the ethnic composition of district enrollment and to residents' income. Even after controlling state and district size, the relationships remained. Inequalities in educational resources and services based on ethnic composition of the district were also found among schools surveyed in 1969. Another dimension of the 1972 survey involved an analysis of superintendents' opinions on a variety of issues related to the central question of equality of educational opportunity. The findings have important implications for further litigation, legislation, and policy-making vis-a-vis the Mexican American student. (Author/KM)

FILMED FROM BEST AVAILABLE COPY

ED 082935

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RECEIVED
DEC 5 1973
NMSU
E.R.I.C.

Final Report

Project No. 2F116

Contract No. OEC-6-72-0734-(509)

INEQUALITIES IN EDUCATIONAL OPPORTUNITY AND THE CHICANO

A STUDY OF SCHOOL SYSTEMS IN THE SOUTHWEST

By

Robert Brischetto and Tomás Arciniega

Southwestern Schools Study
The University of Texas at El Paso

October, 1973

The research reported herein was performed pursuant to a contract with the U. S. Office of Education, Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
National Institute of Education

RC007413

ABSTRACT

This research examines inequalities in educational opportunities for Mexican Americans in the school systems of the Southwest. A questionnaire survey was conducted by the authors in the Spring of 1972 on a sample of 636 superintendents in the public school systems in Arizona, California, Colorado, New Mexico and Texas. The study was designed as a follow-up to a 1969 Civil Rights Commission survey of 538 superintendents in districts of at least 10 percent Mexican American pupil enrollments and of 1,166 schools within these districts. A subsample of "Anglo" districts were added in the 1972 survey in order to estimate the extent of inequalities among districts of different ethnic enrollments. A return rate of 70 percent was achieved. Quantity and quality of educational services were found to be highly related to the ethnic composition of district enrollment and to the average income of district residents. Even after controlling state and district size, the relationships remained. Inequalities in educational resources and services based on ethnic composition of the district were also found among schools surveyed in 1969. Another dimension of the 1972 survey involved an analysis of superintendents' opinions on a variety of issues related to the central question of equality of educational opportunity. The findings have important implications for further litigation, legislation, and policy-making vis-a-vis the Mexican American student.

PREFACE

It is a sad, though true, commentary on the state of social problem research that scientific investigations are often initiated only after social problems have become public issues. It was a decade after the *Brown v. Board of Education* case in 1954 and only after a period of civil rights activity that the Congress called upon the Office of Education to conduct a massive study on equality of educational opportunity (Coleman, *et*. *al*., 1966). Within a year after publication of the Coleman Report, the U.S. Commission on Civil Rights documented the alarming degree of segregation in its related study on *Racial Isolation in the Public Schools* (1967a, 1967b). Numerous studies and restudies of the inequalities in education between Blacks and Whites have followed the Coleman Study. (See, for example, studies reported in: Mosteller and Moynihan, 1972; Guthrie, *et*. *al*., 1971; Harvard Educational Review, 1969; Jencks, 1972 and O'Reilly, 1970)

Until recently, however, there was no widespread national concern about inequality in educational opportunity for America's second largest minority group, the Mexican Americans. This concern follows a series of school walkouts by Chicano students beginning about 1968 (See Brischetto, 1970). Court cases have since been initiated extending the equal protection clause of the Constitution to ethnic minorities (Civil Rights Digest, 1971). Finally, the Civil Rights Commission launched the first large-scale attempt to examine in depth the education of Mexican Americans in its Mexican American Education Study. To date, five reports have been published. (USCCR, 1971a, 1971b, 1972a, 1972b, 1973)

The Southwestern Schools Study, initiated by the present authors and funded by the Office of Education, added to this body of data by collecting additional information on educational resources and practices in 636 school districts in the five Southwestern states and examining the perspectives of school superintendents on Mexican American students and the programs being developed for their education.

This research report analyzes the results of these two studies that are relevant to interethnic disparities in educational resources among schools and districts of the Southwest. It also analyzes disparities in the distribution of educational resources that are based on the average income level of district residents. Originally, our research had been designed to measure changes which occurred in the districts of the Southwest from 1969 to 1972. Because of the paucity of data available from the 1969 survey and lack of comparability of measures used in 1969 and 1972, this analysis was dropped and the results of the 1972 survey are the central focus of our report. The data on schools collected in the Mexican American Education Study during 1969, however, were analyzed and examined alongside the 1972 data on districts to add an additional dimension to the study.

Our appreciation for research assistance goes to Dolores Ruiz for data collection assistance, to Kien Pham for data coding, and to Philip Smith for computer programming. The research was made possible by a grant from the University of Texas at El Paso and the U.S. Office of Education. The cooperation of Kenneth Beasley, Dean of the Graduate School at the University of Texas at El Paso, and his staff was most helpful in this

regard. We also wish to express appreciation to the secretarial staff at the Worden School of Social Service, Our Lady of the Lake College for their untiring assistance.

Robert Brischetto
Assistant Professor
Worden School

Tomas Arciniega
Dean, School of Education
California State University
at San Diego

TABLE OF CONTENTS

Author's Abstract ii

Preface iv

List of Tables viii

List of Illustrations xiii

Chapter 1: Introduction to the Research Problem. 1

"Equal Educational Opportunity". 5

Historical Development of the Concept 6

"Explaining" the Differences: The Coleman Study 12

An Alternative to Coleman: The Guthrie Study 16

A Return to Coleman: The Jencks Study 18

The Present Research Problem 25

A Typology of Inequalities in Educational Inputs 27

References for Chapter 1. 34

Footnotes for Chapter 1. 37

Chapter 2: Research Methodology. 38

Sampling Designs. 40

Operational Definitions of Variables. 53

Data Collection Procedures for 1972 Survey. 56

1972 Survey Respondents. 59

Methods of Analysis. 63

Data Bank of Survey Results. 71

References for Chapter 2. 72

Footnotes for Chapter 2. 73

Chapter 3: Inequalities in Educational Resources. 75

Inequalities Based on Race and Ethnicity. 76

Inequalities Based on Wealth 83

Findings on interstate Differences 88

Findings on Interdistrict Inequalities Based on Ethnicity 100

Findings on Interschool Inequalities Based on Ethnicity. 119

Findings on Inequalities Based on Wealth of District Residents. 138

References for Chapter 3 145

Footnotes for Chapter 3. 147

Chapter 4: Superintendents' Views. 148

Typology of Educators' Views. 149

Cell 1: Chicanos as "Noble Poor". 153

Cell 2: Chicano Students as "Pathological". 155

Cell 3: Chicano Students as "Copers". 157

Cell 4: Chicano Students as "The Oppressed". 159

The Findings on Superintendents' Views. 161

Views of the Actual School System. 162

Views of the Ideal School System. 164

Superintendents' Opinions on Related Issues. 181

Relationship Between Ideal System Choices and Selected Issues. 193

References to Chapter 4. 209

Chapter 5: Summary, Conclusions, and Recommendations. . . 211

Implications for Public Policy. 215

References for Chapter 5 225

Footnotes for Chapter 5 226

APPENDIX A: HEW Fall 1968 Survey of Districts--Superintendents' Questionnaire

APPENDIX B: HEW Fall 1968 Survey of Schools--Principals' Questionnaire

APPENDIX C: U.S. Commission on Civil Rights Fall 1969
Survey of School Districts--Superintendents Questionnaire

APPENDIX D: U.S. Commission on Civil Rights Fall 1969
Survey of Schools--Principals' Questionnaire

APPENDIX E: Southwestern Schools Study Spring 1972
Survey of School Districts--Superintendents' Questionnaire

APPENDIX F: Data Bank

LIST OF TABLES

Table	Title	Page
2-1	Percent of School Districts Sampled in HEW Survey by District Size.	42
2-2	First Stage in USCCR Sampling Procedure for Schools, Spring, 1969.	48
2-3	Second Stage in USCCR Sampling Procedure for Schools, Spring, 1969.	49
2-4	Median Value of Characteristics of Districts Responding to 1969 Survey, Responding to 1972 Survey, and Not Responding to 1972 Survey. Districts of 10 Percent or More Mexican American Enrollment.	60
2-5	Mean of Financial and Other Characteristics of School Districts by District Size Categories. Districts of 10 Percent or More Mexican American Enrollment, 1969. . .	66
3-1	Financial Disbursements for White and Colored Schools in Georgia, 1923-24.	77
3-2	Percent (Except Where Average Specified) of Pupil of Each Ethnic Group in Elementary Schools Having the School Resource Characteristic Named at Left, for the Nation, Fall, 1965.	81
3-3	Percent (Exept Where Average Specified) of Pupils of Each Ethnic Group in Secondary Schools Having the School Resource Characteristic Named at Left, for the Nation, Fall, 1965.	82
3-4	Median Family Income, Percent Minority Pupils, and State-Local Revenue Per Pupil, by Equalized Property Value Per Pupil in Texas Districts.	86
3-5	Median Years of Schooling for Persons of Spanish Surname, by State, Persons 25 Years Old and Over, 1950, 1960, and 1970.	90
3-6	Key Demographic Characteristics of School Districts in 1972 Sample by State.	91
3-7	Estimated Annual Expenditure Per Pupil in Average Daily Membership and Average Annual Salary of Classroom Teachers, for the United States and by State, 1971-72. . .	94

Table	Title	Page
3-8	Mean and Median of District Per Pupil Expenditures by Educational Level and by State, 1972.	95
3-9	Mean and Median of Average Teacher Salary in District, by State, 1972.	97
3-10	Percent of Estimated Revenue Receipts of Public Elementary and Secondary Schools, from Federal, State and Local Sources for Selected States and the U.S., 1970-1971.	99
3-11	Mean Assessed Value of District Property Per Pupil in 1967-68, by State and by Percent Mexican American Enrolled in Districts of at Least 10 Percent Mexican American Pupils.	101
3-12	Mean and Median Dollars of District Revenue Per Pupil by Source and by Percent Mexican American Enrollment, 1972.	103
3-13	Mean District Revenue Per Pupil by Source, by State, and by Percent Mexican American Enrollment, 1972.	104
3-14	Mean District Revenue Per Pupil in Districts of 3,000 or More Pupils, by Percent Mexican Americans Enrolled and by Source of Revenue, 1972.	106
3-15	Mean and Median of Districts' Per Pupil Expenditures by Level of Expenditure and by Percent Mexican Americans Enrolled, 1972.	108
3-16	Mean Per Pupil Expenditure in Districts of 3,000 or More Pupils, by Percent Mexican Americans Enrolled and by Level of Expenditure, 1972.	110
3-17	Mean and Median of Average Teacher Salary in District, by Categories of Percent Mexican Americans Enrolled, 1972.	111
3-18	Average Teacher Salary in District, by Percent Mexican Americans Enrolled, for Southwest, California and Texas, 1972.	113
3-19	Average Teacher Salary in Districts of 3,000 or More Pupils, by Categories of Percent Mexican Americans Enrolled, 1972.	114

Table	Title	Page
3-20	Average Teacher Salary by Type of Attendance Area and by Percent Mexican Americans Enrolled, 1972	115
3-21	Highest Degree of Superintendent by Percent Mexican Americans Enrolled in District, 1972	117
3-22	Mean and Median Percent Teachers with Master's Degree by Categories of Percent Mexican Americans Enrolled in District, 1972	118
3-23	Percent Teachers with Master's Degree, by Percent Mexican Americans Enrolled for Southwest, California and Texas, 1972	120
3-24	Percent Teachers with Master's Degree in Districts of 3,000 or More Pupils, by Percent Mexican Americans Enrolled, 1972	121
3-25	Mean and Median Annual Salary of School Principals, by Categories of Percent Mexican Americans Enrolled in School, 1969	123
3-26	Mean Percent Teachers with Less than $6,000, and with More than $10,000 Annual Salary, by Categories of Percent Mexican Americans Enrolled, 1969	124
3-27	Mean Percent of Teachers in School with Less than 5 Years Experience and More than 15 Years Experience, by Categories of Percent Mexican Americans Enrolled, 1969	126
3-28	Percent Professional Staff with Less than 5 Years Experience, by Categories of Percent Mexican Americans Enrolled, 1969	127
3-29	Percent Teachers with Masters Degrees, by State and by Percent Mexican Americans Enrolled, 1969	129
3-30	Percent Professional Staff with Master's or Doctorate Degrees, by Categories of Percent Mexican Americans Enrolled, 1969	130
3-31	Mean Percent Elementary Schools with Kindergartens, by Percent Mexican Americans Enrolled, 1969	132
3-32	Percent of Schools which have Kindergartens by State and by Percent Mexican Americans Enrolled, 1969	133

Table	Title	Page
3-33	Percent of Schools which have the Facility Listed Below, by Percent Mexican Americans Enrolled and for Total Sample, 1969.	134
3-34	Principals' Report on Condition of School Facilities by Categories of Percent Mexican Americans Enrolled for Schools Having the Facilities Listed, 1969.	136
3-35	Mean School District Revenue Per Pupil by Source, For Quartiles of Average Income of District Residents.	140
3-36	Pearsonian Correlations Between Percent Mexican Americans Enrolled, Average District Income and Measures of District Resources, for 1969 Districts and 1972 Districts.	141
3-37	School District Finance Characteristics by Quartiles of Assessed Valuation per Pupil, for Districts of 10 Percent or More Mexican Americans Enrolled, the Southwest.	144
4-1	Superintendents' Classification of Own System By State, 1972.	165
4-2	Comparison of Superintendents' Choice of Ideal System with Actual System, 1972.	168
4-3	Pathological Score by Choice of Ideal School System, 1972.	170
4-4	Copers Score by Choice of Ideal School System, 1972.	171
4-5	Superintendents' Choice of Ideal System by State, 1972.	172
4-6	Choice of Ideal System by Size of Town, City, or Incorporative Area, 1972.	174
4-7	Choice of Ideal School System by Ethnicity of School Superintendents, 1972.	175
4-8	Choice of Ideal System by Highest Degree Obtained, 1972.	176
4-9	Choice of Ideal System by Annual Salary, 1972.	178

Table Title Page

4-10 Mean Per Pupil Expenditure by Superintendents' Choice of Ideal School System, 1972. 179

4-11 Mean Percent Spanish-Surname Enrollment by Superintendents' Choice of Ideal School System, 1972. 180

4-12 Superintendents' Choices of Ideal System Compared to Preferred Method for Funding School Districts, 1972. 195

4-13 Superintendents' Choices of Ideal System Related to Attitude Toward the Funding of Special Programs for Culturally Different Students, 1972. 197

4-14 Comparison of Superintendents' Choices of Ideal System with Attitude Toward Bilingual/Bicultural Education. 198

4-15 Comparison of Superintendents' Choices of Ideal School System with Attitude Toward Chicano Studies. . . . 200

4-16 Comparison of Superintendents' Choices of Ideal System with Attitude Toward Headstart Programs. 201

4-17 Superintendents' Choices of Ideal System Compared to Position on Neighborhood School Issue, 1972. 202

4-18 Superintendents' Choices of Ideal System by Method of Pupil Assignment in Elementary Schools, 1972. 204

4-19 Superintendents' Choices of Ideal System Compared to Position on Busing to Achieve Ethnic Balance, 1972. 205

4-20 Superintendents' Choices of Ideal System Related to Perceived Effect of Chicano Student Protests, 1972. 207

5-1 Characteristics of School Districts Surveyed in Texas by Categories of Percent Mexican American Pupils Enrolled, 1972. 213

LIST OF ILLUSTRATIONS

Figure	Title	Page
1-1	Percent Completing 4 Years of High School or More by Ethnic Group, Persons 25 Years Old or Over; for the Southwest and Five Southwestern States, 1970.	11
1-2	The Dimensions of Inequality in Educational Inputs.	32
2-1	District Sampling Procedure for USCCR Spring 1969 Survey.	45
2-2	District and School Sampling Procedure for USCCR Spring 1969 Survey.	51
4-1	Classification of Educators' Views of Chicano Student Life Styles According to Their Perceived Causes and Consequences.	151
4-2	Classification of Approaches to the Education of Chicanos According to the Perceived Determinants and Consequences of Chicano Student Life Styles.	152
4-3	Superintendents' Classification of Own System, 1972.	163
4-4	Superintendents' Choices of Ideal School System, 1972.	167
4-5	Superintendents' Choices of Best Means of Funding School Districts, 1972.	183
4-6	Believe There is a Sound Basis for Organizing Special Programs at Extra Cost for Culturally Different Pupils.	184
4-7	Description of Instruction for Spanish Speaking Pupils in Own School District's Elementary and Pre-School Levels.	185
4-8	Superintendents' Opinions of Worth, Value and Appropriateness of Key Programs Designed to Meet the Needs of Mexican Americans, 1972.	187
4-9	Superintendents' Choices of Best Elementary School Policy to Achieve Ethnic Balance.	189

Figure	Title	Page
4-10	Actual Practice for Assignment of Elementary Pupils in the School District.	191
4-11	Superintendents' Choices of Best Policy on Busing to Achieve Ethnic Balance in Elementary Schools, 1972.	192
4-12	Superintendents' Opinions of the Effect of Chicano Student Protests on School Systems of Southwest.	194
5-1	Schematic of Alternative Responses to the Equal Benefits View.	221

CHAPTER 1. INTRODUCTION TO THE RESEARCH PROBLEM

In his classic study of racial inequality, Swedish sociologist Gunnar Myrdal described Americans as caught up in a great dilemma. The dilemma was a result of a contradiction between the American Creed emphasizing "equality for all" and the American reality of discrimination against some (1944). The solution to this American dilemma has been to attempt to create "equality of opportunity." The notion of equal opportunity and its corrollary, equal educational opportunity, have for the last two decades been central themes in public policymaking vis-a-vis minority groups in American society.

The first of what might be called the "equal opportunity decades" began with the famous Brown v. Board of Education of Topeka case and climaxed with the Civil Rights Act of 1964. It was in the Civil Rights Act of 1964 that Congress gave the Office of Education a mandate to conduct a survey (later known as the Coleman Study) on "the lack of availability of equal educational opportunities for individuals by reason of race, color, religion or national origin" (Mosteller and Moynihan, 1972: 4-5). This period has been referred to as the "civil rights decade" because of its chief concern with eliminating the legal barriers to equality in American society.

By 1965 it was evident that eliminating the formal barriers to equality would not be sufficient for achieving actual equality. Reflecting back on the civil rights decade, Daniel P. Moynihan attempted to redirect public policy by calling for a reordering of our national priorities:

> The demand for Equality of Opportunity has been generally perceived by white Americans as a demand for liberty, a demand not to be excluded from the competitions of life--at the polling place, in the scholarship examinations, at the personnel office, on the housing market...But these opportunities do not necessarily produce equality: on the contrary, to the extent that winners imply losers, equality of opportunity almost insures inequality of results (1967: 49).

Thus, in the second equal opportunity decade the new public policy orientation was to develop strategies designed to achieve equality of results. The Coleman study (and most of the studies of equal educational opportunity which have followed it) concentrated on the determinants of cognitive achievement of different racial groups, i.e., on the results of education. The War on Poverty, initiated about the same time, went one logical step farther to assume that education would accomplish equality of results in the economic sphere. According to poverty war logic, poor people would have to compete in the occupational sphere and education was the key to acquiring those skills which made an individual a successful competitor. Thus, most of the strategies and programs developed in the sixties involved some sort of training or education. This was the basic rationale for such programs as Manpower Retraining, the Job Corps, Community Action Programs, Headstart, and others. Education was seen as the great equalizer in the game of economic competition.

Now as the second of the equal opportunity decades nears its end, it is evident that the results of the many studies of equal educational opportunity have failed to clearly identify the determinants of equality in educational outcomes and the educational programs of the

Poverty War have not resulted in lessening economic inequality among racial, ethnic, and economic groups (See Jencks, 1972; Milner, 1972). This failure raises the question of whether social scientists and public policymakers have completely overlooked the important issues in their diligence to predict academic and economic achievement. While concentrating on the rather complex task of explaining inequalities in educational outcomes, they have ignored the more simple, although no less important, task of uncovering inequalities in the quality of educational inputs. The present need to refocus on inequities in the distribution of educational services is dramatically illustrated by the recent U.S. Supreme Court decision on the Rodriguez case.

The Rodriguez case was initiated in 1968 By Demetrio P. Rodriguez and fourteen other Chicano parents in the San Antonio Edgewood School District who argued that their children were not getting as good an education as were children in more affluent districts since the state's system of school financing was based on local property taxes. The system of financing education in Texas was unconstitutional, they contended, since the quality of educational services received was based on the wealth of the district residents.

A three-judge Federal District Court in San Antonio ruled in favor of the Edgewood parents on December 23, 1971, stating in _Rodriquez et_. _al_. _v._ _San Antonio Independent School District_. _et_. _al_. that

> ...the current system of financing public education in Texas discriminates on the basis of wealth by permitting citizens of affluenct districts to provide a higher quality education for their children, while paying lower taxes...(and) this Court concludes... that the plaintiffs have been denied equal protection of the laws under the Fourteenth Amendment to the United States Constitution...(Bothwell and Rosewater, 1972: 1).

The case was appealed by the state of Texas and on March 21, 1973, the U.S. Supreme Court by a 5-4 vote reversed the decision of the lower court, stating, among other things, that the Texas system of school financing "has not been shown to discriminate against any definable class of 'poor' people or to occasion discriminations depending on the relative wealth of the families in any district "(U.S.Supreme Court,1973,i-ii).

The lack of good statistical evidence demonstrating a consistent relationship between the income of district residents and the quality of educational services provided them was cited by the high court as one of the reasons for not upholding the lower court's ruling. Justice Powell noted in the majority opinion that:

> (a)ppellees (i.e., Rodriguez, et. al.) sought to prove that a direct correlation exists between wealth of families within each district and the expenditures therein for education...If, in fact, these correlations could be sustained, then it might be argued that expenditures on education--equated by appellees to the quality of education--are dependent on personal wealth... (but) appellees' proof fails to support their allegations or the District Court's conclusions. It is evident that...no factual basis exists upon which to found a claim of comparative wealth discrimination (U.S. Supreme Court, 1973: 22-23).

Although it is strictly hindsight speculation, the hypothesis might be offered that had more careful attention been given by social science researchers to uncover the inequalities in the distribution of educational resources, a stronger case might have been made and the 5-4 decision of the Supreme Court may have run in the opposite direction.[1]

The present research represents an effort to study the dimensions of inequality in educational opportunity for America's second largest minority group, the Mexican Americans. An examination of the varied usages of the notion of equal educational opportunity will be made in order to provide a conceptual framework for the research. Data collected in the 1969 Mexican American Education Study by the U.S. Commission on Civil Rights and the 1972 Southwestern Schools Study by the present authors will be analyzed. Particular attention will be given to the manner in which educational resources are distributed and educational services delivered among schools and districts of the Southwest.

"EQUAL EDUCATIONAL OPPORTUNITY"

"Equal educational opportunity" is a "sponge concept"; it has over the years absorbed many diverse meanings. There are at least as many conceptualizations of equality of educational opportunity as there are differenty types of inequalities in the educational sphere. One of the basic assumptions of this study is that the way in which equality of educational opportunity is defined largely determines the approach which is used in attacking and ultimately solving the problems of inequalities in the educational system and the larger society. By defining equal educational opportunity in a particular way, one sets the goals that become the criteria for eliminating inequalities and, by implication, suggests the means that might be utilized for arriving at these goals. Hence, the manner in which one defines equal educational opportunity has important implications for what ought to be focused on in developing strategies for eliminating inequalities in the educational system.

HISTORICAL DEVELOPMENT OF THE CONCEPT

In a review of the historical development of the concept, James Coleman notes that prior to the industrial revolution the notion of equal educational opportunity had no relevance. In the agrarian society the extended family was the basic economic unit of production and was responsible for educating its young and preparing them for full participation in the society. The education of children was very simply that which was needed to maintain the family's productivity. Since one's status was relatively fixed from birth, the notion of "opportunity" and, even less, "equality of opportunity" had no meaning (Coleman, 1969: 10).

Public education became institutionalized only after the industrial revolution had wrought a basic transformation in Western civilization and it became necessary to train specialists for new occupations outside the home. As the family unit lost its role as the basic unit of production in society, it also lost its utility as a training ground for preparing the young to participate in the system of production. There was instead a need for educating large numbers of persons in those skills necessary for participation in jobs created by the industrial revolution. Thus, it was in the early Nineteenth Century that public, tax-supported education came into being in Europe and America and with it the notion of equality of educational opportunity (Coleman, 1969: 11).

With the exception of the upper-class who attended private schools, the poor who did not attend school, and the minority group members who were excluded from school, the common school was to provide a common educational experience to children in the United States. According to Coleman, from almost the beginning of public education in this country, the concept of educational opportunity was based on the notion of equality. This notion included the following four elements:

> (1) Providing a free education up to a given level which constituted the principal entry point to the labor force.
> (2) Providing a common curriculum for all children, regardless of background.
> (3) Partly by design and partly because of low population density, providing that children from diverse backgrounds attend the same school.
> (4) Providing equality within a given locality, since local taxes provided the source of support for schools (Coleman, 1969: 13).

This conceptualization of equal educational opportunity has evolved considerably since its inception. Its evolution can be viewed in terms of four stages. In the first stage of the development of the concept, the notion that all children must be exposed to a common curriculum was accepted as a given (Coleman, 1969: 16). In the second stage, this assumption was challenged by the recognition that not all children were college-bound and to expose all children to a curriculum designed for college entrance is to deny some of them equality of educational opportunity since their time could better be spent in preparation for their vocations. Thus, equality of opportunity meant provision of different curricula for different types of students (Coleman, 1969: 15-16). The third stage in the evolution of the concept called into question the third element of the original definition that children of diverse background must be allowed to attend the same school. In the Plessy v. Ferguson decision of 1896, the Supreme Court ruled that "separate but equal facilities" were not unconstitutional and thus legalized segregation. This stage ended when this decision was finally reversed in 1954 with the Supreme Court ruling (Brown v Board) that racial separation was inherently unequal in its effects on children. By focusing on the effects of schooling, the Supreme Court introduced the new assumption that equal educational opportunity depends upon the results that are produced in school (Coleman, 1969: 17).

The full recognition of this conception of equality of educational opportunity (the fourth stage in the development of the concept) came only with the results of an Office of Education Survey. The product of this study was a 737-page report popularly named after the principal investigator, James Coleman.

The Office of Education Survey was designed to collect information relevant to five different concepts of equal educational opportunity. The study identifies inequality in terms of:

(1) the community's input to the school, such as per-pupil expenditure, school plants, libraries, quality of teachers, and other similar qualities.

(2) the racial composition of the school, following the Supreme Court's decision that segregated schooling is inherently unequal.

(3) various intangible characteristics of the school...such things as teacher morale, teachers' expectations of students, level of interest of the student body in learning, or others.

(4) consequences of the school for individuals with equal backgound and abilities. In this definition equality

> of educational opportunity is equality of results, given the same individual inputs.
>
> (5) consequences of the school for individuals of unequal backgrounds and abilities. In this definition, equality of educational opportunity is equality of results given different individual inputs (Coleman, 1969: 18-19).

While the Coleman Report focused on the idea of equality of inputs by the educational system in terms of finances, facilities, curriculum, teacher quality, etc., its principal concern was with the fourth definition, equality of results in terms of verbal achievement among students of equal backgrounds and abilities. As one of the critics of the Coleman Report acknowledges:

> A major contribution of the Coleman survey--possibly the major contribution--is its massive challenge to the simplistic notion that counting educational dollars, or the things dollars buy, is a sufficient measure of the equality of educational opportunity...Basketball courts, teachers' salaries, classroom footage per pupil, and the like may legitimately enter into the assessment of educational opportunity only to the extent that they can be shown to be associated with the intellectual, emotional and social development of pupils (Dyer, 1969: 42).

Because it shifted the focus of attention from equal educational inputs (or resources) to equal educational outputs (or achievement) among the various racial and ethnic groups, the Coleman Report has been hailed as a major "pathbreaker" in the ongoing attempt to arrive at an operational definition of equality of educational opportunity. "The nation has acquired a goal," Mosteller and Moynihan note, "or, if it has not, we think it should accept it--equal educational opportunity defined as approximately equal distributions of achievement..." (1972: 45).

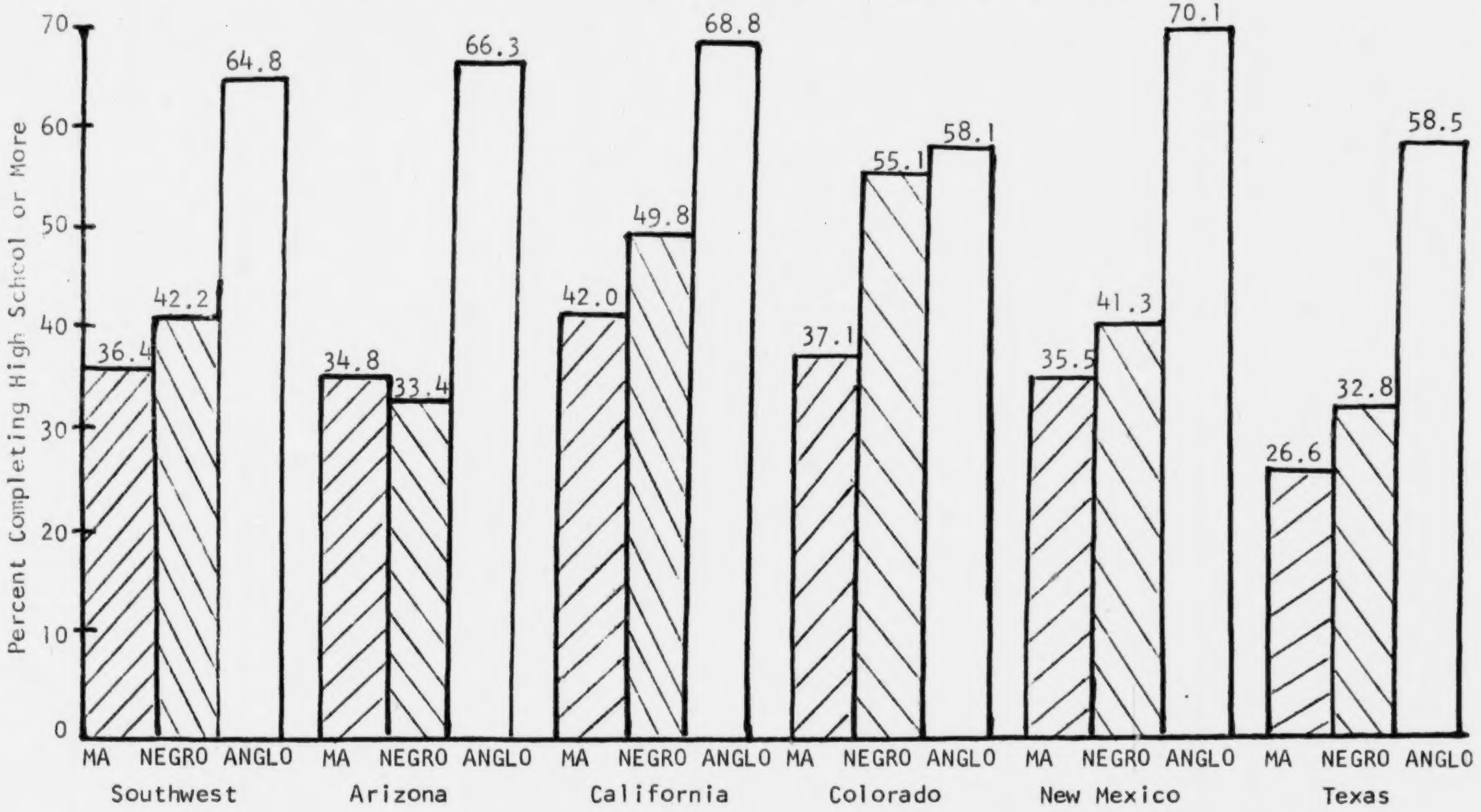
Whether these "results" or school "outputs" are to be measured in terms of some standardized verbal achievement test (as Coleman, et. al. did)or by some other criterion such as general level of knowledge, or even in terms of non-cognitive traits, is a point which has been widely disputed (See, for example: Jencks, 1972). But the overwhelming consensus seems to be that equal results should be the final criterion for achieving the goals of equal educational opportunity.

Certainly this goal has not yet been accomplished among ethnic groups in the Southwest. The differences in educational attainment among ethnic groups in the five Southwestern states were sizable in 1970. According to census figures compiled in Figure 1-1, in three of the five states the proportion of persons of Spanish surname or Spanish language completing at least four years of high school is approximately half that of Anglos. If figures on cognitive achievement were available, the intergroup differences would probably be even greater than the inequalities in years of schooling since, according to one author,

> There is increasing evidence that the democratization of the high school has not paid off as much in narrowing differences in achievement as it has in equalizing the number of years of school completed (Froomkin, 1972: 40).

It is important at this point to make a distinction between eliminating individual differences and doing away with group differences in educational achievement. Complete equality of results among individuals in society would be virtually impossible to achieve, given the differences in native abilities and in desired level of achievement among individuals. Such a society would probably be at

Figure I-1. PERCENT COMPLETING 4 YEARS OF HIGH SCHOOL OR MORE BY ETHNIC GROUP, PERSONS 25 YEARS OLD OR OVER; FOR THE SOUTHWEST AND FIVE SOUTHWESTERN STATES, 1970*



*Source: U.S. Bureau of the Census, Census of the Population: 1970, General Social and Economic Characteristics, Final Reports PC(1)-C4, PC(1)-C6, PC(1)-C7, PC(1)-C33, PC(1)-C45.

worst very oppressive and at best very dull. Individuals should be free to achieve at whatever levels they choose within the limits of their native abilities. Equality of results among the various racial and ethnic groups, however, is not such an unrealistic goal, given the fact that these groups have not been shown to be different in native ability. As group differences are diminished, the overall degree of inequality in achievement for individuals could also be decreased.

"EXPLAINING" THE DIFFERENCES: THE COLEMAN STUDY

If equalizing group differences in achievement is the final criterion for attaining equality of educational opportunity, the task that lies ahead is to identify the most effective means to that goal. Coleman decided to undertake this difficult task. His findings have stirred considerable controversy in the seven years since their publication and have stimulated a number of reevaluations of the Office of Education survey data and further research on the prediction of academic achievement. No attempt will be made here to summarize all the Coleman findings, only the major findings germane to the present research will be discussed.

The most controversial finding of the Coleman report came from the analysis of the relationship between academic achievement and variations in school facilities. While it was expected that the study would discover that the effects of the quality of school resources on student achievement were considerable, just the opposite was found. Coleman reports that the variation in achievement scores within racial and ethnic groups, although sizeable, could not be attributed to differences in resources between schools.[2] The chief explanation for differences in student achievement was family and peer environment. In summarizing his findings, Coleman indicates that:

> Taking all these results together, one implication stands out above all: that schools bring little influence to bear on a child's achievement that is independent of his background and general social context; and that this very lack of an independent effect means that the inequalities imposed on children by their home, neighborhood, and peer environment are carried along to become the inequalities with which they confront adult life at the end of school (Coleman, *et. al*., 1966: 325).

In a paper reflecting on the findings of the larger report, Coleman suggests that:

> Altogether, the sources of inequality of educational opportunity appear to lie first in the home itself and the cultural influences immediately surrounding the home; then they lie in the schools' ineffectiveness to free achievement from the impact of the home, and in the school's cultural homogeneity which perpetuates the social influences of the home and its environs (Coleman, 1966: 73-74).

In short, Coleman found that school inputs (facilities, curriculum, and personnel) had little influence on differences in student achievement; the student's home and peers were the main factors.

The Coleman study has been criticized for the poor quality of its data, its low response rate, its misuse of statistical techniques, the inadequacy of its conceptual model, and even errors in coding and keypunching responses. (See Hanushek and Kain, 1972; Smith, 1972; Armor, 1972; Ryan, 1971; Guthrie, *et. al*., 1971; Dyer, 1969; Bowles and Levin, 1968, to mention only a few.) The greatest controversy, however, has been over the policy implications of the Coleman findings.

One policy implication that has frequently been drawn from the Coleman report is that since school factors have little effect on student outcomes, nothing should--or, in fact, can--be done about changing the school environment. This conclusion flies in the face of school reform efforts. Guthrie expresses the concern of school reformers when he noted that since the publication of the Coleman report,

> The belief has become increasingly pervasive that patterns of academic performance are immutably molded by social and economic conditions outside the school. If incorrect, and if allowed to persist unexamined and unchallenged, this belief could have widely disabling consequences. It is not at all difficult to see how it could become self-fulfilling; administrators and teachers believing that their school and schoolroom actions make no difference might begin to behave accordingly (Guthrie, 1970: 25).

This implication is unfortunate since the study cannot comment on the effect that schools *might* have on students given certain changes. The real findings of the Report are, as Marshall Smith put it,

> that children from 'advantaged' homes enter schools at first grade achieving at a higher level than do children from 'disadvantaged' homes and that, *at present*, schools do not change this. It does not tell us why or whether it *could be* changed (1972: 239, emphasis added).

In an address to teachers during an in-service training program in Evanston, Illinois, Coleman discussed the policy implications of his findings for developing strategies for achieving equality of educational opportunity. Since the child's family background and the background of his peers are the overriding influence on his verbal achievement, the strategies available are:

> First, to modify the home environment, bringing the parent in as an aid and resource toward learning; second is its opposite, attempting to wean the child as much as possible away from harmful family and neighborhood influence (Coleman, 1968: 26).

Coleman opts for the latter strategy as "more valuable...for the greater number of children." In its extreme, this approach would entail "integrated public boarding schools in which the total environment of the child is shaped by the school " (Coleman, 1968: 26). Recognizing that boarding schools are not the most acceptable solution at this time, Coleman suggests instead that 'What the schools can do is provide a more intense social environment for the child that leads him to invest a larger portion of himself in the school and in school activities " (Coleman, 1968: 27).

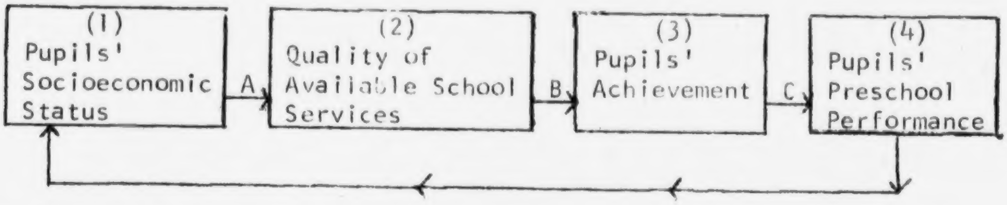
A reanalysis of the Coleman data by George Mayeske in a U.S. Office of Education publication generally supports the original findings, but gives a more cautious interpretation. Mayeske admits that the influence of school factors on achievement cannot be readily separated from the socioeconomic background of the student. He concludes that "it may be stated that the schools are indeed important," but adds,

> It is equally clear, however, that their influence is bound up with that of the student's social background. In such a situation, survey research is of only limited use. More experimental studies are needed, especially of educational innovations (Mayeske, 1972: ix).

The question of which (or even whether) educational services influence student achievement in school was not finally resolved by the Coleman study and, as Henry Levin so aptly put it, "until better evidence is found, an air of agnosticism must prevail " (1968: 67).

AN ALTERNATIVE TO COLEMAN: THE GUTHRIE STUDY

The policy implications of the Coleman study have triggered a number of attempts to refute the conclusions reached by Coleman. One scheme for explaining the interrelationships among the factors determining student success which is very different from Coleman's explanation is offered by Guthrie, et. al., (1971) in their reanalysis of the Coleman data and data collected by Thomas (1968) in Michigan. Their model may be illustrated by the following chain of factors (1971: 6):


(1)
Pupils' Socioeconomic Status
A
(2)
Quality of Available School Services
B
(3)
Pupils' Achievement
C
(4)
Pupils' Preschool Performance

The variables (numbered) form a causal sequence from left to right with the lettered arrows representing the posited causal relationships. Their propositions (corresponding to the relationships represented by the lettered arrows) are as follows:

A. Socioeconomic Status and School Services. The quality of school services provided to a pupil is related to his socioeconomic status, and that relationship is such that lower-quality school services are associated with a pupil's being from a lower socioeconomic stratum.

B. School Services and Pupil Achievement. A relationship exists between the quality of school services provided to a pupil and his academic achievement, and that relationship is such that higher-quality school services are associated with high levels of academic achievement.

> C. Pupil Achievement and Postschool Opportunity. The postschool opportunities of a pupil are related to his achievement in school, and that relationship is such that higher achievement is associated with "success" and lower achievement is associated with lack of "success" (1971: 7).

This model no doubt oversimplifies reality. The authors themselves are careful to remark that "no claim is being made that each component ...is determined solely by its predecessor " (1971: 6). But they add that "after acknowledging the existence of additional influences, we hold that each conceptual component in the diagram is a major determinant of its successor " (1971: 6)

The major difference between this and Coleman's model is the role of school factors in explaining pupil achievement. To Coleman, the pupil's family background (SES) was the most important factor accounting for his achievement independent of school resources. Coleman found school factors to have little or no effect on achievement "that is independent of the child's background " (1966: 325). To Guthrie, et. al., the quality of school resources is the key explanatory variable intervening between the pupil's SES and his performance in school. In his model, the SES of a child is related to his achievement level largely because of the fact that his SES is related to the quality of educational services available to him.

Guthrie, et. al., review seventeen different pieces of research, each of which demonstrate a direct relationship between the quality of school resources and educational achievement (Proposition B) after controlling for pupil SES. They conclude:

> we are impressed with the amount of consistency of evidence supporting the effectiveness of school services in influencing the academic performance of pupils...On the basis of information

> obtained in the studies we have reviewed, there can be little doubt that school can have an effect "that is independent of the child's social environment." In other words, schools do make a difference (1971: 84).

The authors then proceed to test the relationship between school services and student performance by analyzing the data from the Michigan state education survey (Thomas, 1968). Physical facilities (specifically building age, percent makeshift classrooms, size of school and crowdedness), teachers' verbal ability and attitudes, and library volumes per student were all found to be significantly related to three measures of student achievement in the predicted direction (1971: 86-87).

With regard to the relationship between pupils' educational attainment and their postschool performance (Proposition C), Guthrie, et. al., cite a study by Giora Hanoch analyzing the "one-in-one thousand sample" of the 1960 census. After controlling carefully for factors outside the school environment, Hanoch found that the relationship between education and earning remained strong. The estimated effect of education on earnings was such that high school graduates were receiving about $1,300 more annually than those with an elementary education, and college graduates $3,100 more than elementary school graduates (Hanoch, 1967: 42).

A RETURN TO COLEMAN: THE JENCKS STUDY

The findings cited by Guthrie, et. al., stand in sharp contrast to the conclusion reached by Jencks in his controversial 400-page work entitled *Inequality* (1972). With respect to the effect of school resources on cognitive achievement, Jencks reported that:

> Overall, the evidence shows that differences between high schools contribute almost nothing to the overall level of cognitive inequality. Differences between elementary schools may be somewhat more important, but evidence for this is still inconclusive (1972: 93).

Furthermore, Jencks found the effect of school factors on educational attainment to be small: "Qualitative differences between high schools seem to explain about two percent of the variation in students' educational attainment " (1972: 159).

In attempting to explain income inequality, Jencks found that "neither family background, cognitive skill, educational attainment, nor occupational status explains much of the variation in men's incomes " (1972: 226).

Jencks' findings with respect to occupational status are less at odds with the Guthrie model: "occupational status is strongly related to educational attainment" and "schooling seems to be important in and of itself, not as a proxy for cognitive skills or family background " (1972: 191).

Jencks challenges the assumptions or "those who see schools as instruments of social reform" that:

> 1. Social and economic differences between blacks and whites and between rich and poor derive in good part from differences in their cognitive skills.
> 2. Cognitive skills can be measured with at least moderate precision by standardized tests of "intelligence," "verbal ability," "reading comprehension," "mathematical skills," and so forth.
> 3. Differences in people's performance on cognitive tests can be partly explained by differences in the amount and quality of schooling they get.

> 4. Equalizing educational opportunity would therefore be an important step toward equalizing blacks and whites, rich and poor, and people in general (Jencks, 1972: 52).

After reanalyzing the data from the Coleman study, Jencks concludes that there are faulty links in the chain of factors often used to explain economic inequality:

> Our research has convinced us not only that cognitive inequality does not explain economic inequality to any significant extent, but that educational inequality does not explain cognitive inequality to any significant extent. The amount of schooling an individual gets has some effect on his test performance, but the quality of his schooling makes extraordinarily little difference. We have therefore abandoned our initial belief that equalizing educational opportunity would substantially reduce cognitive inequality among adults (Jencks, et. al., 1972: 53).

The controversial research findings presented by Jencks suggest that equalizing educational achievement among racial and ethnic groups without complementary reforms in the economic structure of society will not have the frequently expected effect of eliminating the disparities among these groups. Educational attainment thus must be viewed as only one--and perhaps a very small one--of the influences on income differentials. While educational credentials are clearly important for determining one's occupation, education alone is not sufficienct for explaining the distribution of wealth in American society.

IMPLICATIONS FOR PUBLIC POLICY

What, then, are we to do in the realm of public policymaking if Jencks' assertions are correct? Do we return to the original policy implications of the Coleman Report that nothing we do in the educational system will affect a pupil's achievement in school and later economic success? Jencks would seem to suggest that the first thing to do would be to separate the problem of educational inequality from the problem of economic inequality.

Jencks' solution to the problem of economic inequality seems to be to abandon the model which posits a chain of factors leading eventually to economic success and attack economic inequality directly. He suggests that

> if either blacks or whites conclude that racial equality is primarily a matter of equalizing reading scores, they are fooling themselves...blacks and whites with equal test scores still have very unequal occupational statuses and incomes. Instead of accepting the myth that test scores are synonymous with "intelligence" and "intelligence" is the key to economic success, we would do better to recognize that economic success depends largely on other factors. We could then try to tackle economic inequality between blacks and whites directly (Jencks, et. al., 1972: 84).

Jencks then proceeds to offer direct solutions involving equalization of income. His admonition to reformers is, "As long as egalitarians assume that public policy cannot contribute to economic equality directly but must proceed by ingenious manipulations of marginal institutions like the schools, progress will remain glacial" (1972: 265).

With respect to the problem of educational inequality, Jencks is less helpful. Reflecting on his own research, he notes: "We found no evidence that differences between schools contributed significantly to cognitive inequality, nor were we very successful in identifying other specific genetic or environmental determinants of test performance" (1972: 254). From these findings he concludes that school reforms will do little or nothing to equalize adult differences in educational achievement. The reasons "why school reform cannot make adults more equal" are:

> First, children seem to be far more influenced by what happens at home than by what happens in school....Second, reformers have very little control over those aspects of school life that affect children...Third, even when a school exerts an unusual influence on children, the resulting changes are not likely to persist into adulthood (1972: 255-256).

But if educational resources and services do not influence pupil performance and adult achievement, as Jencks and Coleman have argued, one might hypothesize that their effects *can* be greater if more than just superficial changes are made in the educational environment. Many change efforts have been made involving "innovations" aimed at improving the quality of educational services. After reviewing the plethora of programs and experimental projects in urban education, Passow notes that few have offered a basically different alternative to present educational systems.

> Most of these efforts represent changes intended to increase the effectiveness in attaining the *traditional* educational objectives of public schools--at a minimum, the attainment of basic literacy. Few projects aim at *fundamental reappraisal* of urban education, propose major reforms, or suggest *new goals* or delivery systems. Some programs could result in significant reform, but, generally, schools have been responsive to immediate crises, to the availability of funds, or to pressure from groups (Passow, 1971: 37-38, emphasis added).

What may be needed is not just reform which provides more of the same, but a fundamental alteration of the educational institutions and their relationships to other institutions in society. And, if our concern is with eliminating racial and ethnic group differences in educational achievement, careful attention in this change effort must be given to the particular needs and unique cultural characteristics of under-achieving minority group members.

One very basic difference between the concerns of Jencks and those of the present study is that while this study concentrates on ethnic group inequalities, Jencks addresses himself to the broader question of overall differences among individuals in society. Obviously, individual inequalities are greater than inequalities between groups. In his rationale for choosing to ignore racial differences and concentrate on the full range of inequality in society, Jencks points out that,'While white workers earn 50 percent more than black workers, ...the best-paid fifth of all white workers earns 600 percent more than the worst-paid fifth" (1972: 14).

Certainly a reduction in the overall degree of inequality in society should become a major goal guiding social policy. It must also be recognized, however, that reducing the overall degree of inequality in income or educational achievement is a policy goal more difficult to achieve than reducing differences between ethnic groups. Reducing both individual and group differences should be attempted simultaneously. In terms of pragmatic public policy implementation, however, focusing on group differences at this time provides a more realizable goal which might more readily receive legislative and judicial backing.

There is also another important consideration. While some individual differences in years of schooling, academic achievement, and other educational outcomes are justifiable and to be expected, racial and ethnic group differences raise some important questions. Are differences between racial and ethnic groups due mainly to genetic differences, cultural or environmental differences or differences in quality of educational services available? Is discrimination an important determinant of group differences? How can group differences be eliminated? Whatever the answers to these questions, it is becoming increasingly evident that the educational institutions will be given the primary responsibility of attempting to eliminate ethnic group differences in educational outcomes. The schools cannot pass the buck on to the parents, even if the findings of Coleman, Jencks, and others indicate that school factors do not make a difference. Educational policymakers must operate on the assumption that schools could make a difference if certain changes are made in educational systems. Given such a tremendously important--albeit difficult--mandate, they must find out just what innovations need to be made.

But, whether unequal educational services affect group differences in educational achievement or not, there are other sufficient motivations for eliminating inequalities in educational inputs. If children of ethnic, racial or economic minorities have poorer quality educational services available to them, this is an inequity that has immediate deleterious consequences in terms of the child's experiences in school. Although he views the long-term effects of schooling as problematic, Jencks makes a rather convincing argument for being concerned with the short-term effects of schooling. As he explains, "...the more resources a school has, the less often it is likely to have to sacrifice anyone's interests. We will therefore assume that well-financed schools are better for their students in the short run than poorly financed schools " (1972: 24). He develops a case for equalizing school inputs which is based on the simple logic that quality education should be viewed as an end in itself, not as a means to further success.

> Instead of evaluating schools in terms of long-term effects on their alumni, which appear to be relatively uniform, we think it wiser to evaluate schools in terms of their immediate effects on teachers and students, which appear much more variable. Some schools are dull, depressing, even terrifying places, while others are lively, comfortable, and reassuring. If we think of school life as an end in itself rather than a means to some other end, such differences are enormously important. Eliminating these differences would not do much to make adults more equal, but it would do a great deal to make the quality of children's (and teachers') lives more equal. Since children are in school for a fifth of their lives, this would be a significant accomplishment (1972: 256).

THE PRESENT RESEARCH PROBLEM

What is the bearing of the research of Jencks and Coleman on the present study? Now that Coleman has conducted the world's second largest social scientific research effort, now that Jencks has reanalyzed the Coleman data and data from the world's first largest social research effort, and now that numerous other studies and reanalyses have been accomplished, what can be said about the determinants of educational and economic achievement among minority group members?

Unfortunately, very little can be said definitively. In his review of the many studies and reanalyses since the Coleman Report, Gerald Grant reached probably the most realistic conclusion:

> What we have after five years of analysis and reinterpretation is a confession of ignorance, an appeal for more research and an enlarged sense of mystery about what the nation's educational policy should be. More than that, a sober look at the history of the reanalysis of the Coleman data gives little cause for optimism about the capability of social science to provide very clear guidance to policymakers in the near future (1972: 111).

Perhaps the Office of Education should have been less ambitious in its efforts to conduct studies of educational inputs, educational outputs, and the educational process. The needs of public policy would have been better served, Hanushek and Kain suggest, had "a careful and exacting determination (been made) of the narrower question of inequality in the provision of educational resources--a question about which considerable controversy remains " (1972: 118-119). The present research does just that. The quality of educational services available in the schools and school districts of the Southwest are examined as they relate to the ethnic composition and wealth.

The present research departs from the type of analyses conducted by Coleman and Jencks in at least two important respects: first, the unit of analysis is not the individual student but instead the school and school district; second, the dependent variables of primary interest are not measures of pupil achievement but the characteristics of schools and districts. Thus, the focus of the present study is not on identifying the determinants of student outputs, but on identifying the types of inequalities that exist in the quality of educational resources and services input into educational systems of different ethnic and socioeconomic composition.

It is thus beyond the scope of this study to suggest--as Coleman and Jencks have attempted to--the sorts of changes that should be made in order to achieve equality of educational outcomes. The present research can only attempt to lay the foundation for further, more ambitious efforts by identifying the types of inequalitiies that exist in educational inputs. Until these input inequalities are pinpointed, however, the effort to equalize group differences in educational outcomes will be difficult, if not impossible. Certainly the elimination of absolute inequalities in the quality of educational services available to different ethnic groups is not enough to insure equality of educational and economic achievement among groups. But while such equalization of inputs is not a sufficient condition for equalizing achievement, it is certainly a necessary one.

We have come full circle since the Coleman study and arrived at a point which deserves more careful consideration. It is hoped that by a more thorough examination of inequalities in the quality of educational services, eventual equalization of educational achievement among ethnic, racial and economic groups might be accomplished, or that at least the quality of school life might be made more equal.

A TYPOLOGY OF INEQUALITIES IN EDUCATIONAL INPUTS

In order to identify the various inequalities that exist in the educational systems of the Southwest, the different dimensions of the concept of equal educational opportunity in terms of inequalities of inputs to the educational system must be defined. For the purpose of the present study, a model is developed which specifies three dimensions according to which inequalities might be classified: (1) the types of inequalities, (2) the levels of inequalities, and (3) the bases of inequalities.

Types of Inequalities

Four substantive types of inequalities identified in the model are derived from examination of the literature on equality of educational opportunity:

1. Educational resources. Inequalities may be found in the allocation of funds, facilities, and educational services, such as quality of teaching and adequate staffing. These are the tangible types of educational inputs which are more or less quantifiable.

2. Educational practices. Inequalities might also be identified in the manner in which educational services are delivered. Included in this category would be the manner in which both formal and informal norms are enforced, the curriculum and its application, tracking of students, counseling, testing, and the various systems of interaction between students and educators. These often involve the intangible aspects of the educational process which are frequently difficult to measure.

3. Community Influence. A frequently ignored dimension of inequality in educational inputs is inequality of group influence in

educational decision-making. For a variety of reasons, some ethnic groups participate more in the governing of the educational system than others. An ethnic community's influence in the educational system is indicated by its representation on the school board, in administrative positions in the school system, and in terms of parental input into the system.

4. Segregation. Since the Brown v. Board decision in 1954, racial segregation has been officially defined as an inequality per se in educational opportunities. The same principal might be applied to the isolation of cultural minorities within schools and districts.

Levels of Inequality

These various substantive types of inequality may be found on at least five levels, which constitute the second dimension of the typology:

1. Interstate. Inequalities can be found between states. Given the rights of states to govern and administer educational institutions, however, it is not likely that equalization of state differences will be forthcoming in the near future. Nonetheless, differences between states are sizeable for each type of input inequality.

2. Interdistrict. Since the school district is the basic administrative unit in the U.S. educational system, differences between districts are most relevant to public policymaking. Since records of the allocation of resources are kept at the district level, interdistrict inequalities are also the most easily measured.

3. Interschool. Inequalities between schools might be found where district inequalities are not so clear-cut. While differences among schools within districts have been the concern of a few isolated studies, such inequalities need further examination.

4. Intraschool. There are also inequalities in educational inputs that can be found within schools. Differences in the quality of education provided occur between classrooms because of tracking or differences among teachers. These inequalities are not always uncovered in questionnaire surveys of school principals. Direct observation is often necessary.

5. Intraclassroom. Even on the level of classroom interaction, inequalities can be observed. Within the classroom, children of different racial, ethnic, and economic groups may be treated differently. Like intraschool inequalities, differential treatment in the classroom may be observed more accurately through direct observation.

Bases of Inequality

The third dimension of inequality in educational inputs consists of the characteristics on which inequalities are based. Three analytically distinct, although empirically overlapping, variables serve as the bases of inequalities:

1. Wealth. Inequalities might be found based on the wealth of states, residents of a school district, parents of students in schools, social class groups within schools, and subgroups of students within classrooms.

2. Ethnicity. The quality of educational services might also

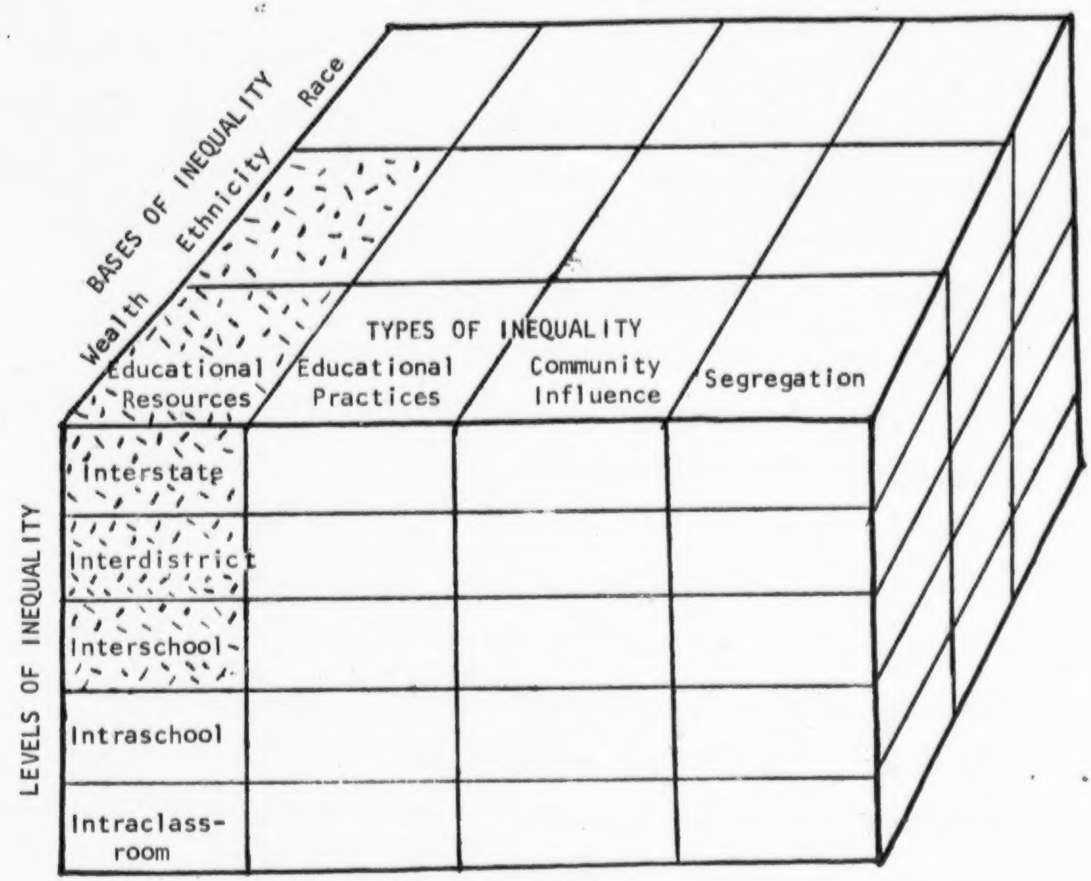
vary according to the ethnic composition of state, district, school, classroom, or subgroups within classrooms. The research on inequalities in educational opportunities based on ethnicity is indeed scanty and thus has been chosen as the major focus of the present study. In its broadest sense, ethnicity would refer to distinct subcultural groups, including racial groups. As used here, however, the primary concern will be with two distinct cultural groups, Anglos and Mexican Americans. This distinction, of course, overlaps the dimension of wealth since Anglos are in an economically privileged position vis-a-vis Chicanos.

3. Race. Inequalities based on race have been the topic of numerous studies of educational opportunities. Differences in quality of educational services available to blacks and whites have been studied and restudied. Like ethnicity, race overlaps wealth in concrete cases. More blacks than whites are economically deprived.

If the three dimensions of inequality in educational inputs are combined, a sixty-cell model is developed for classifying inequalities (See Figure 1-2.). The ideal would be to fill all sixty cells with examples of inequalities that exist in educational systems. A thorough examination of the many inequalities in education would include, for example, a study of inequalities in the quality of teaching based on the wealth of the state, as well as a study of inequalities in educational practices in the classroom based on the ethnicity of a pupil.

For the present study, however, no attempt will be made to fill all sixty cells of the typology with empirical findings. Such a herculean task would require a research effort even larger than the

Figure 1-2. THE DIMENSIONS OF INEQUALITY IN EDUCATIONAL INPUTS *


BASES OF INEQUALITY
Wealth
Ethnicity
Race
TYPES OF INEQUALITY
Educational Resources
Educational Practices
Community Influence
Segregation
LEVELS OF INEQUALITY
Interstate
Interdistrict
Interschool
Intraschool
Intraclassroom

*Shaded part indicates the area of concern in this study.

Coleman study. Instead, interethnic inequalities in educational resources, the more tangible inputs into the educational system, are examined among states, districts and schools in the Southwest. In addition, an examination of wealth as a basis of inequalities among school districts will be made in comparison to ethnicity. (The shaded area in Figure 1-2 indicates the inequalities that will be scrutinized in the present study.)

What the three-dimensional typology so graphically illustrates is the magnitude, complexity, and interrelated nature of inequalities in educational inputs. One might expect that the empirical reality is that these inequalities tend to compound. Thus, for example, a Chicano child who is poor in Texas can expect to receive a quality of education inferior to that of a wealthy Anglo child in New York in terms of the educational resources, educational practices, community influence, and segregation imposed on his ethnic and economic group, not only by virtue of the district he lives in but also the school, classroom, and seat to which he is assigned.

In sum, the basic typology in Figure 1-2 provides a conceptual framework for guiding our research effort. The major research question that is addressed in this report is: To what extent do disparities in quality of educational resources based on ethnicity and/or income exist in the Southwest?

REFERENCES FOR PREFACE AND CHAPTER 1

Armor, David J.
1972 "School and Family Effects on Black and White Achievement: A Reexamination of the USOE Data." Pp. 168-229 in Frederick Mosteller and Daniel P. Moynihan (eds.), On Equality of Educational Opportunity, N.Y.: Vintage.

Brischetto, Robert
1970 "Chicano Student Walkouts: A Bibliography of Materials from the Chicano Press," unpublished paper.

Bothwell, Robert O. and Ann Rosewater
1972 "A Primer on Texas School Finance," Paper presented at the Texans for Educational Excellence Conference on School Finance Reform, December 1, San Antonio, Texas

Civil Rights Digest
1971 "Civil Rights and Education for the Spanish-Speaking," Civil Rights Digest 4 (December): 11-21.

Coleman, James S.
1966 "Equal Schools or Equal Students?" The Public Interest 4 (Summer): 73-74.

1968 "Equality of Educational Opportunity," Integrated Education 35 (Sept.-Oct.): 19-28.

1969 "The Concept of Equal Educational Opportunity," Pp. 9-24 in Harvard Educational Review (ed.), Equal Educational Opportunity Cambridge, Mass.: Harvard University Press.

Coleman, James S., et. al.
1966 Equality of Educational Opportunity. Washington, D.C.: U.S. Government Printing Office.

Dyer, Henry S.
1969 "School Factors and Equal Educational Opportunity," Pp. 41-59 in Harvard Educational Review (ed.), Equal Educational Opportunity. Cambridge, Mass.: Harvard University Press.

Froomkin, Joseph, Inc.
1972 "Goals and Alternatives for the Education of Minority Group Students in Elementary and Secondary Schools," A Report Submitted to the Select Committe on Equal Educational Opportunity of the U.S. Senate. Washington, D.C.: U.S. Government Printing Office.

Grant, Gerald
1972 "Essay Review of On Equality of Educational Opportunity: Papers Deriving from the Harvard University Faculty Seminar on the Coleman Report, by Frederick Mosteller and Daniel P. Moynihan (eds)" Harvard Educational Review 42 (February): 109-125.

Guthrie, James W.
1970 "A Survey of School Effectiveness Studies," in Do Teachers Make a Difference? Washington, D.C.: U.S. Government Printing Office: 25-34.

Guthrie, James W. _et_. _al_.
1971 Schools and Inequality. Cambridge, Mass.: The MIT Press.

Hanoch, Giora
1967 "Personal Earnings and Investment in Schooling," The Journal of Human Resources 2(Summer): 42.

Hanushek, Eric A. and John F. Kain
1972 "On the Value of _Equality_ _of_ _Educational_ _Opportunity_ as a Guide to Public Policy," Pp. 116-145 in Mosteller and Moynihan (eds.), On Equality of Educational Opportunity, N.Y.: Vintage, 1972.

Harvard Educational Review (eds.)
1969 Equal Educational Opportunity. Cambridge, Mass.: Harvard University Press.

Jencks, Christopher, _et_. _al_.
1972 Inequality: A Reassessment of the Effect of Family and Schooling in America. N.Y.: Basic Books.

Levin, Henry M.
1968 "What Difference Do Schools Make?" Saturday Review (January 20): 57-58, 66-67.

Mayeske, George, _et_. _al_.
1972 A Study of Our Nation's Schools. Washington, D.C.: U.S. Office of Education, Department of Health, Education and Welfare.

Milner, Murray, Jr.
1972 The Illusion of Equality: The Effect of Education on Opportunity, Inequality, and Social Conflict. San Francisco: Jossey-Bass, Inc.

Mosteller, Frederick and Daniel P. Moynihan (eds)
1972 On Equality of Educational Opportunity, N.Y.:Vintage.

Moynihan, Daniel P.
1965 "The Negro Family: The Case for National Action," in Lee Rainwater and William Yancey (eds.), The Moynihan Report and the Politics of Controversy, Cambridge, Mass.: The MIT Press.

Myrdal, Gunnar
1944 An American Dilemma. New York: Harper and Brothers.

O'Reilly, Robert P. (ed.)
1970 Racial and Social Class Isolation in the Schools: Implications for Educational Policy and Programs, N.Y.: Praeger.

Passow, A. Harry (ed.)
1972 Urban Education in the 1970's. New York: Teachers College, Columbia University.

Ryan, William
1971 Blaming the Victim. N.Y.: Vintage.

Smith, Marshall S.
1972 "Equality of Educational Opportunity: The Basic Findings Reconsidered," Pp. 230-342 in Mosteller and Moynihan (eds.), On Equality of Educational Opportunity, N.Y.: Vintage.

Thomas, J. Alan
1968 School Finance and Educational Opportunity in Michigan. Lansing: Michigan Department of Education.

U.S. Bureau of the Census
1971 Census of Population: 1970, General Social and Economic Characteristics. Final Reports PC(1)-Cr, PC(1)-C6, PC(1)-C7, PC(1)-C33, and PC(1)-C45.

U.S. Commission on Civil Rights
1967a Racial Isolation in the Public Schools, Part 1. Washington, D.C.: U.S. Government Printing Office.

1967b Racial Isolation in the Public Schools, Part 2. Washington, D.C.: U.S. Government Printing Office.

1971a Mexican American Education Study. Report I: Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest. Washington, D.C.: U.S. Government Printing Office.

1971b Mexican American Education Study. Report II: The Unfinished Education. Washington, D.C.: U.S. Government Printing Office.

1972a The Excluded Student. Report III: Educational Practices Affecting Mexican Americans in the Southwest. Washington, D.C.: U.S. Government Printing Office, May.

1972b Mexican American Education in Texas: A Function of Wealth. Report IV: Mexican American Education Study, August. Washington, D.C.:U.S. Government Printing Office.

1973 Teachers and Students: Differences in Teacher Interaction with Mexican American and Anglo Students. Report V: Mexican American Education Study, March. Washington, D.C.: U.S. Government Printing Office.

U.S. Supreme Court
1973 San Antonio Independent School District v. Demetrio P. Rodriguez, 41 U.S. Law Week, March 21.

FOOTNOTES FOR CHAPTER 1

1. Throughout the manuscript, Chicano is used interchangeably with Mexican American and Spanish-surnamed to refer to a person of Mexican descent in the United States.

2. What Coleman failed to present were data on variations in student achievement between racial groups. Instead, he controlled ethnicity and examined the determinants of variations among persons of each ethnic group.

CHAPTER 2: RESEARCH METHODOLOGY

Until the U.S. Commission on Civil Rights launched its Mexican American Education Study in 1969, no comprehensive federal effort had been made to focus exclusively on the issue of equal educational opportunities for Mexican Americans. The Office of Education Survey on Equality of Educational Opportunity (Coleman, et. al., 1966) had included Mexican Americans as one of six racial and ethnic groups in its massive study; but, other than a brief staff working paper (Mayeske, 1967), the Office of Education Survey did not give much attention in its analyses to the unique conditions and problems faced by Chicanos. Numerous studies by individual researchers have been conducted on Mexican Americans in the educational system; but these have been limited both in substantive content and in the scope of the population covered.

It was not until the 1968-69 school year that data were available on the enrollment of Chicano pupils in the schools and districts of the Southwest. In 1967 the Office of Civil Rights at the Department of Health, Education, and Welfare, under Title VI of the Civil Rights Act of 1964, began collecting enrollment data on "blacks," "whites" and "others." A more detailed classification was made in 1968 to include Spanish-Surnamed Americans, American Indians, and Orientals (USCCR, 1972c: 7). On the basis of enrollment figures by ethnic group provided by the HEW Title VI Survey of districts, the U.S. Commission on Civil Rights selected its sample of districts and schools for analysis in the Mexican American Education Study. Three broad areas of inquiry guided the research:

1. What current practices in Southwestern schools appear significantly to affect educational opportunities for Mexican Americans?
2. What current conditions in Southwestern schools appear significantly to affect educational opportunities for Mexican Americans?
3. What are the significant relationships between practices and conditions and the educational outcomes for Mexican Americans? (USCCR, 1971a: 7)

The Commission's research was conducted in three phases. The first phase entailed the analysis of data collected in the Fall 1968 HEW Title VI Elementary and Secondary School Survey for the five Southwestern states where most (85 percent) of the Mexican American pupils in the U.S. are located. The second phase involved two mailed questionnaire surveys: one to a sample of 538 school districts of at least 10 percent Mexican American pupil enrollment and the other to a sample of 1,166 schools within those districts. The third phase consisted of a field survey of a sample of 52 schools, involving direct observation of pupil-teacher interaction in the classroom and interviews with principals, counselors and teachers. The findings of the Mexican American Education were published in five reports to date (USCCR, 1971a, 1971b, 1972a, 1972b, 1973).

The Southwestern Schools Study was designed as a follow-up to the Civil Rights Commission's 1969 survey of districts. This study was designed to gather more extensive data on school districts and add a longitudinal dimension to the data already available through the 1968 HEW and the 1969 USCCR surveys of districts. Furthermore, since the USCCR survey of districts was limited to districts of 10 percent or more Mexican American pupil enrollments, the 1972 survey was extended to include a subsample of districts with less than 10 percent of any minority group.

The broad research questions addressed in the Southwestern Schools Study were basically three:

1. What types of inequalities in educational opportunity, if any, exist among schools and districts of different ethnic composition in the Southwest?
2. What changes, if any, in inequalities occurred on the district level during the three years since the USCCR survey (i.e., 1969 to 1972)?
3. What are the attitudes and opinions of superintendents with respect to different approaches and programs for the Mexican American student?

In order to answer these questions, data collected in the HEW Fall, 1968, Title VI surveys of districts and schools and in the USCCR Spring, 1969, surveys of districts and schools were reanalyzed. The data analyzed in this report, therefore, were collected in five different mailed questionnaire surveys.

SAMPLING DESIGNS

The sampling designs of the five surveys reported here are not unrelated. Each subsequent survey is based on the sampling design of the previous one. Thus, the description of the sampling methods are treated in the order of the occurrence of the survey to give the total picture of the body of data built up as a result of this series of surveys.

Fall, 1968, HEW Survey of Districts

The Department of Health, Education and Welfare in its Fall 1968 Elementary and Secondary School Survey mailed one-page questionnaires to district superintendents throughout the United States [1] to gather data on the ethnicity of students and teachers (See Appendix A). The sample of districts, selected from a list of all districts identified in 1967 by the Census of Governments, was stratified on the basis of district size. To insure that a large percentage of students would be represented in the districts selected, larger districts were sampled more heavily than smaller districts and districts with less than 300 pupils were not included at all in the sample. Although, according to the U.S. Census of Governments, districts with less than 300 pupils constitute about 48 percent of all districts, they include only 2 percent of all students in the U.S. (See: USCCR, 1972c : 8). The rate of selection for each size stratum is given in Table 2-1.

Districts were randomly selected within each stratum of size according to the sampling weights indicated in Table 2-1, yielding a sample of 7,817 school districts containing more than 39 million of the total of approximately 44 million students in U.S. public schools. Thus, about 90 percent of the total U.S. student enrollment were attending districts included in the HEW sample (USCCR, 1971c).

It is estimated that approximately 85 percent of all

Table 2-1. PERCENT OF SCHOOL DISTRICTS SAMPLED IN HEW SURVEY BY DISTRICT SIZE*

District Size (1967-68 Enrollment)	Percent of Universe of Districts Sampled by HEW
3,000 and above	100.0
1,200 - 2,999	75.0
600 - 1,199	50.0
300 - 599	25.0
Less than 300	00.0**

*Source: Adapted from USCCR, 1971a: 8)

**Only 1.6 percent of all students in the Southwest are in districts with enrollments of less than 300 pupils.

Mexican American public school pupils in the U.S. are in the five Southwestern states of Arizona, California, Colorado, New Mexico and Texas (USCCR, 1972c: 8). Thus, to achieve efficiency, only districts in these states were included in the analysis. Of all districts in the Southwest with at least 300 pupils enrolled, HEW surveyed 1,207 districts of an estimated 1,741, or approximately 70 percent. This constitutes almost 40 percent of the estimated total of 3,070 districts in the Southwest (USCCR, 1972c: 8, 18). The HEW sample of districts in the five Southwestern states includes an estimated 94.4 percent of all pupils in these states and an estimated 93.0 percent of all Spanish-surname pupils in this region.

Compliance with the HEW survey was required by law. All but three of the 1,207 districts in the sample responded to the survey.

Fall, 1968, HEW Survey of Schools

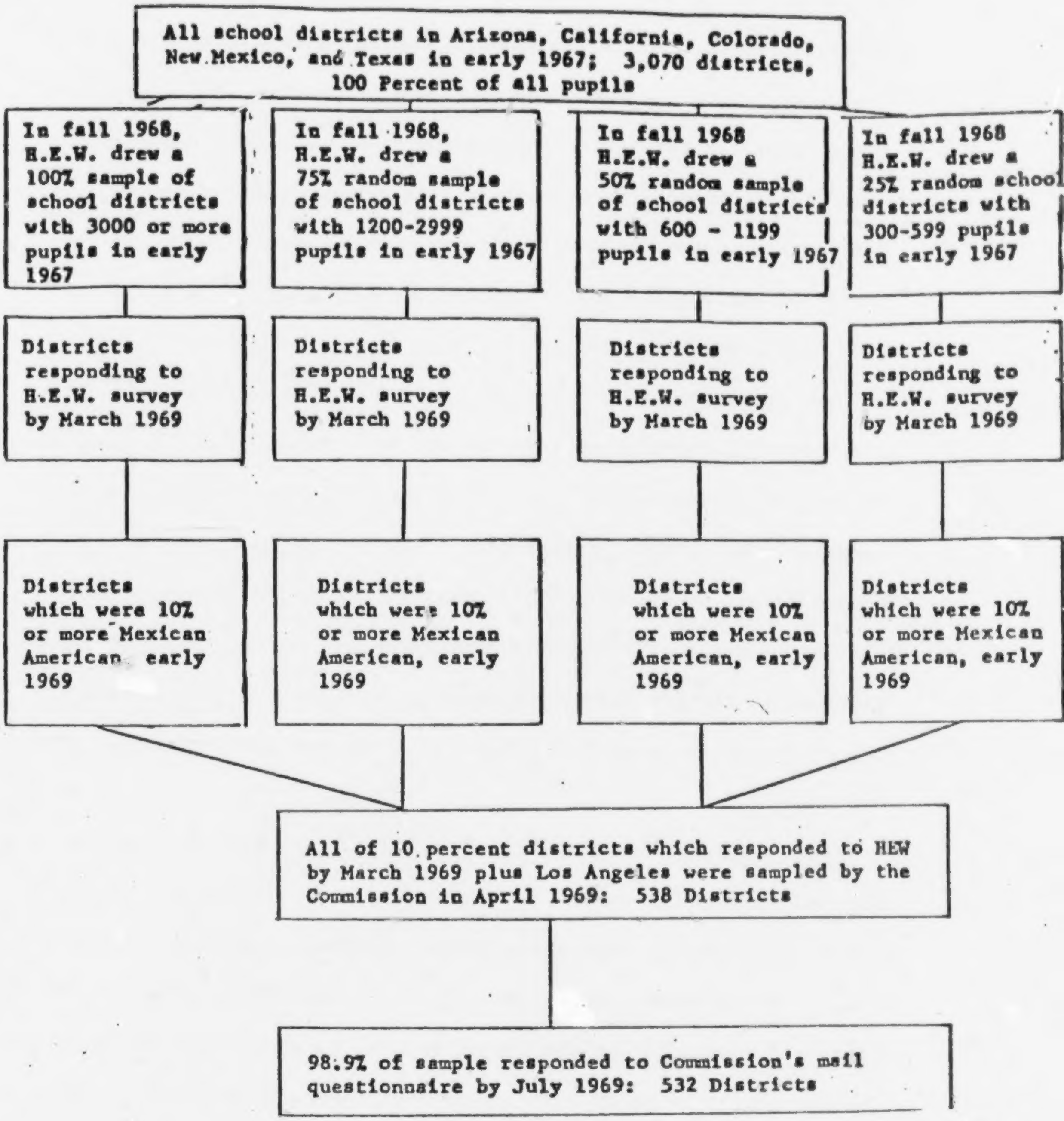
All schools within the 1,207 districts sampled in the HEW survey of districts were sent one-page questionnaires to gather data on ethnicity of students and staff. (See Appendix B for questionnaire.) Thus, the sampling design of schools does not differ from the design for districts. Some 10,661 schools were surveyed by HEW in the Southwest.

Spring, 1969, USCCR Survey of Districts

The Spring, 1969, survey of districts conducted by the U.S. Commission on Civil Rights in the Mexican American Education Study was based on the HEW sample. The USCCR survey, however, was designed to collect more extensive data on districts than had been collected by the HEW Title VI survey. In order to reduce the number of districts surveyed to a manageable number within the time and resources available, the Commission decided to limit the survey to those districts sampled in the HEW survey which had at least 10 percent Chicano student enrollments. This reduced the number of districts surveyed while retaining within the sample the greatest number of Mexican American pupils in the Southwest. Since the Fall, 1968, HEW Title VI Survey was the sole source available of Spanish-surname enrollment, it became the basis for selecting the sample for the USCCR Spring, 1969, mailed survey. All those districts responding to the HEW survey by the time of the USCCR survey in March, 1969, were included in the USCCR sample. This included 538 districts, approximately 94 percent of all districts of 10 percent or more Chicano students. (Of the 37 districts which were late in their response to the HEW survey, 20 were in California, 11 were in Texas, 3 in Colorado, 2 in Arizona, and one in New Mexico. See USCCR, 1972c: 14, Table 2)

In sum, the sampling of districts to be included in the Spring, 1969, USCCR survey involved a two-stage procedure. In the first stage, H.E.W. drew a stratified random sample based on district size. In the second stage, the U.S.C.C.R. selected all those districts responding to the HEW survey which had at least 10 percent Chicano pupils enrolled. This sampling procedure is presented in Figure 2-1.

Figure 2-1. DISTRICT SAMPLING PROCEDURE FOR USCCR SPRING 1969 SURVEY*


All school districts in Arizona, California, Colorado, New Mexico, and Texas in early 1967; 3,070 districts, 100 Percent of all pupils
In fall 1968, H.E.W. drew a 100% sample of school districts with 3000 or more pupils in early 1967
In fall 1968, H.E.W. drew a 75% random sample of school districts with 1200-2999 pupils in early 1967
In fall 1968 H.E.W. drew a 50% random sample of school districts with 600 - 1199 pupils in early 1967
In fall 1968 H.E.W. drew a 25% random schoo districts with 300-599 pupils in early 1967
Districts responding to H.E.W. survey by March 1969
Districts responding to H.E.W. survey by March 1969
Districts responding to H.E.W. survey by March 1969
Districts responding to H.E.W. survey by March 1969
Districts which were 10% or more Mexican American, early 1969
Districts which were 10% or more Mexican American, early 1969
Districts which were 10% or more Mexican American, early 1969
Districts which were 10% or more Mexican American, early 1969
All of 10 percent districts which responded to HEW by March 1969 plus Los Angeles were sampled by the Commission in April 1969: 538 Districts
98.9% of sample responded to Commission's mail questionnaire by July 1969: 532 Districts

*Source: U.S. Commission on Civil Rights, 1972c: 18.

Although the number of districts surveyed by the U.S. Commission on Civil Rights was reduced to less than half (45 percent) of the original HEW sample, these USCCR sampled districts included 88.2 percent of the Chicano pupils in the five Southwestern states. The proportion of total pupils in the Southwest covered in the USCCR sample of districts is slightly more than one-half (56.3 percent).

Responses were received by 532 of the 538 districts surveyed by the Commission, yielding a 99 percent rate of response.

Spring, 1969, USCCR Survey of Schools

Considering the limited resources in staff and time, the Civil Rights Commission did not send questionnaires to all principals of schools within the districts surveyed as was done in the HEW survey. A sampling procedure was devised that would (1) reduce the number of schools and at the same time include a large number of the Chicano students in the districts sampled, (2) produce an approximately equal number of schools from each of four levels of ethnic composition, and (3) not allow the unequal sampling of districts from different size strata to affect the sampling of schools.

In order to meet these criteria, a two-stage sampling procedure was followed. The first stage was designed to obtain an equal proportion of schools from each district size stratum. A random sample with compensating proportions was selected from all schools in each district size stratum of those districts with at least 10 percent Chicano students enrolled. Stage 1 is illustrated in Table 2-2.

The effect of this stage of the sampling was that all schools regardless of the size of their districts, had an approximately equal chance of being selected. The sample thus resulting from the first stage in the sampling procedure was a 25 percent sample of schools randomly chosen within each of four district size strata. In this manner 1,615 schools were selected in the first stage of sampling.

In the second stage, an attempt was made to select approximately the same number of schools from each of four levels of percent Spanish-surname enrollment since it was hypothesized that "the conditions, practices and outcomes of schools were likely to be strongly related to their ethnic composition " (USCCR, 1972c: 21). All schools were classified according to four categories of percent Spanish-surname: 0-24.9 percent, 25.0-49.9 percent, 50.0-74.9 percent, and 75.0-100 percent. Half of the schools in the first category (low density Spanish-surname enrollment) were randomly chosen and all schools in the other three categories were selected. Stage 2 is illustrated in Table 2-3.

The result was a stratified random sample of 1,166 schools, selected from four categories of ethnic density, within districts of 300 or more students and 10 percent or more Chicano student enrollment.

Questionnaires were sent to school principals via the superintendents in the sample of districts. Responses were received

Table 2-2. FIRST STAGE IN USCCR SAMPLING PROCEDURE FOR SCHOOLS, Spring, 1969*

District Size	Pct of Universe of Districts Sampled by HEW in Fall, 1968		Pct of HEW Sample of Schools Sampled by USCCR in Spring, 1969		Pct of Universe of Schools Sampled by USCCR in Spring, 1969
3,000 and above	100.0	X	25.0	=	25.0
1,200 - 2,999	75.0	X	33.0	=	25.0
600 - 1,199	50.0	X	50.0	=	25.0
300 - 599	25.0	X	100.0	=	25.0

*Source: Adaptation of USCCR, 1972c: 16

Table 2-3. SECOND STAGE IN USCCR SAMPLING PROCEDURE FOR SCHOOLS, Spring, 1969*

Percent Mexican American Enrollment in School	Number of Schools Selected in 1st Stage of Sampling		Pct of Stratum Sampled in 2nd Stage of Sampling		Number of Schools Selected in 2nd Stage of Sampling
0 - 24.9	898	X	50.0	=	449
25 - 49.9	354	X	100.0	=	354
50 - 74.9	188	X	100.0	=	188
75 -100.0	175	X	100.0	=	175
Total	1,615				1,166

*Source: Adapted from USCCR, 1972c: 17

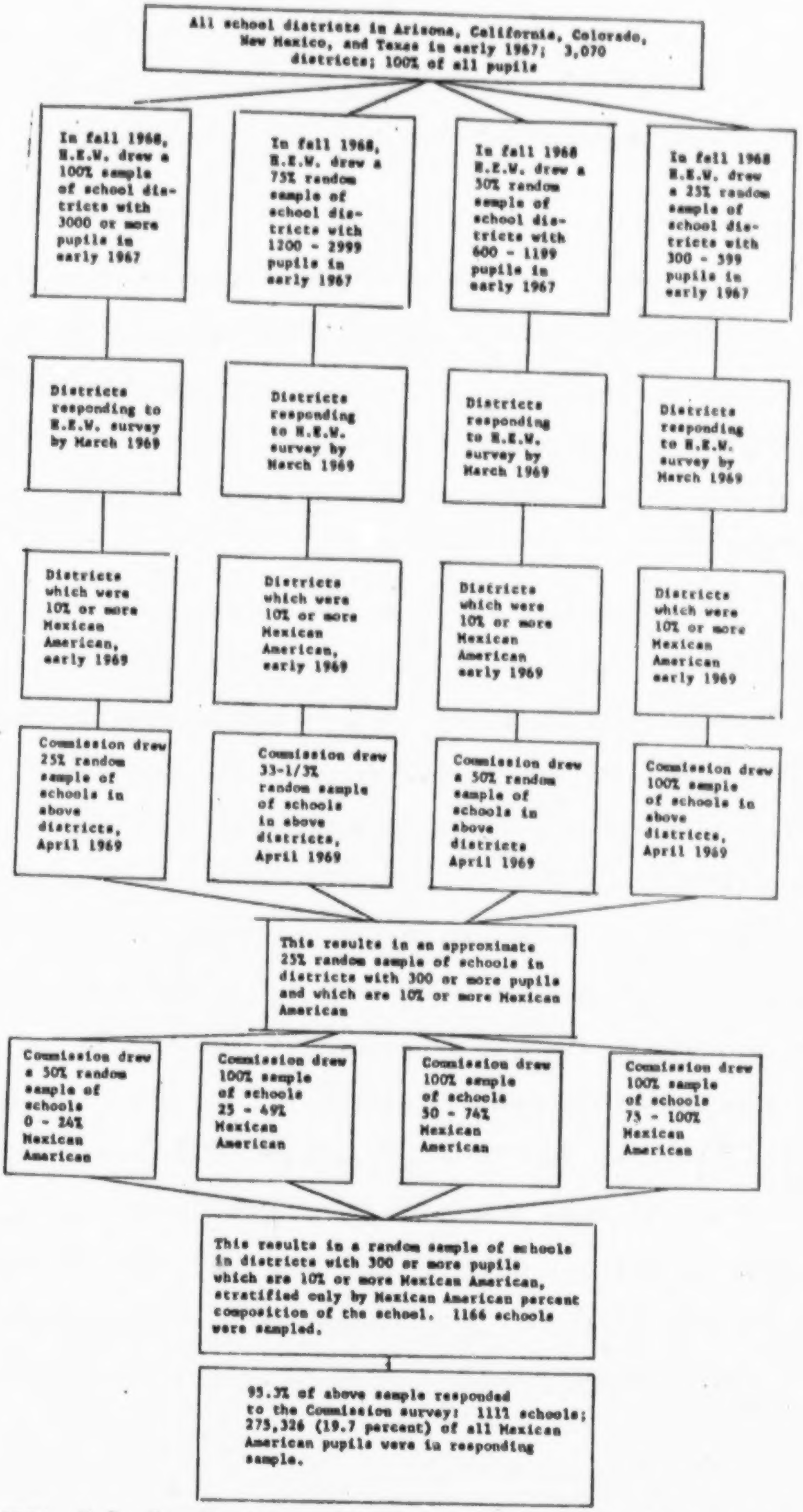
from 1,111 principals, yielding a 95 percent response rate (USCCR, 1972c: 21, Table 3). The procedures followed in arriving at the Commission's sample of schools are shown in Figure 2-2.

Spring, 1972, SSS Survey of Districts

The Spring, 1972, survey of districts under the Southwestern Schools Study (SSS) added a longitudinal dimension to the HEW and USCCR data on school districts in the five Southwestern states. Questionnaires were mailed to the same 538 districts of at least 10 percent Chicano enrollments surveyed by the USCCR three years earlier.

One of the major goals of the Southwestern Schools Study was to examine the extent of inequalities in educational opportunities for Chicanos among the school systems of the Southwest. Since the Civil Rights Commission excluded districts with less than 10 percent Chicano enrollments, the full range of inequalities based on ethnic composition of the district could not be observed. In order to examine the range of inequalities, a subsample of "Anglo" districts was added in the 1972 SSS survey of districts. An "Anglo" district was operationally defined for purposes of the survey to include all school districts sampled in the Fall, 1968, HEW survey which had enrollment of less than 10 percent of each racial and ethnic minority group (i.e., Chicanos, Blacks, and Native Americans). A search through the total HEW sample of districts identified 392 districts meeting this definition. A 25 percent sample of these districts were chosen randomly, yielding 98 "Anglo" districts. Combining these

Figure 2-2. DISTRICT AND SCHOOL SAMPLING PROCEDURE FOR USCCR SPRING 1969 SURVEY*



All school districts in Arizona, California, Colorado, New Mexico, and Texas in early 1967; 3,070 districts; 100% of all pupils

In fall 1968, H.E.W. drew a 100% sample of school districts with 3000 or more pupils in early 1967

In fall 1968, H.E.W. drew a 75% random sample of school districts with 1200 - 2999 pupils in early 1967

In fall 1968 H.E.W. drew a 50% random sample of school districts with 600 - 1199 pupils in early 1967

In fall 1968 H.E.W. drew a 25% random sample of school districts with 300 - 599 pupils in early 1967

Districts responding to H.E.W. survey by March 1969

Districts responding to H.E.W. survey by March 1969

Districts responding to H.E.W. survey by March 1969

Districts responding to H.E.W. survey by March 1969

Districts which were 10% or more Mexican American, early 1969

Districts which were 10% or more Mexican American, early 1969

Districts which were 10% or more Mexican American early 1969

Districts which were 10% or more Mexican American early 1969

Commission drew 25% random sample of schools in above districts, April 1969

Commission drew 33-1/3% random sample of schools in above districts, April 1969

Commission drew a 50% random sample of schools in above districts April 1969

Commission drew 100% sample of schools in above districts, April 1969

This results in an approximate 25% random sample of schools in districts with 300 or more pupils and which are 10% or more Mexican American

Commission drew a 50% random sample of schools 0 - 24% Mexican American

Commission drew 100% sample of schools 25 - 49% Mexican American

Commission drew 100% sample of schools 50 - 74% Mexican American

Commission drew 100% sample of schools 75 - 100% Mexican American

This results in a random sample of schools in districts with 300 or more pupils which are 10% or more Mexican American, stratified only by Mexican American percent composition of the school. 1166 schools were sampled.

95.3% of above sample responded to the Commission survey: 1111 schools; 275,326 (19.7 percent) of all Mexican American pupils were in responding sample.

*Source: U.S. Commission on Civil Rights, 1972c: 19.

with the 538 districts selected as a follow-up to the 1969 HEW and USCCR surveys, a total of 636 districts were included in the 1972 SSS survey.

DATA COLLECTION INSTRUMENTS

Data from all five surveys analyzed in this report were collected through mailed questionnaires. The Fall, 1968, HEW surveys of schools and districts was designed to acquire a count by ethnic group of students, teachers and selected professional non-teaching staff. (See Appendices A and B for questionnaires.) The U.S. Commission on Civil Rights' Spring, 1969, survey of districts was limited to 12 questions primarily on "district-wide policies and practices which could affect Mexican American students " (USCCR, 1972c: 23). (See questionnaire in Appendix C.) The USCCR survey of school principals involved a somewhat more extensive questionnaire, covering a wide variety of school characteristics and programs, characteristics of school staff, and measures of aggregate achievement for each ethnic group in Grades 4, 8 and 12. (See questionnaire in Appendix D.) The 1972 Southwestern Schools Study survey of superintendents also involved a rather lengthy questionnaire, covering many of the issues on which data were collected in the previous surveys and topics not covered on the district level in 1969. (See questionnaire in Appendix E.)[2]

The original questionnaires of the Mexican American Education Study were reviewed by a number of educators and social scientists, including persons in the U.S. Office of Education and school systems and colleges in the Southwest. They were pretested in February, 1969, ,in Garden City School District, Kansas, which had a Chicano student enrollment of approximately 10 percent (USCCR, 1972c: 23). The questionnaire for the 1972 Southwestern Schools Study survey of superintendents was developed after a careful examination of the quality of the data collected in the 1969 survey questionnaires to principals and superintendents. If a question was demonstrated to be unreliable, it was reworded or not included. Almost all questions asked in the 1969 survey of districts were included in the 1972 districts questionnaire in order to achieve measures of change on the district level from 1969 to 1972. Most of the questions in the 1972 survey questionnaire, however, had not been asked on the district level in 1969.[3]

Financial data for 1967-68 school year were collected separately by the Civil Rights Commission staff from state records (USCCR, 1972c: 24). In addition, financial data on average district income were added by the present authors from a study of income tax returns for 1968 collected by the National School Finance Project (NEFP, 1971).

OPERATIONAL DEFINITIONS OF VARIABLES

In the typology developed in Chapter 1 an attempt was made to identify the general parameters of the problem of inequality in educational inputs based on ethnicity and wealth. Inequality was conceptualized for purposes of the present study in terms of unequal distribution of educational resources among persons of different ethnic and economic groups.

Ethnic Group

An ethnic group is generally considered to be any group in society with a distinct subculture or way of life. Three distinct ethnic groups were identified in the questionnaires mailed to principals and superintendents as follows:

1. Spanish Surnamed American: Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American, or other Spanish-speaking origin. This group is often referred to as Mexican American, Spanish American, or Latin American; local usage varies greatly. In this questionnaire the terms "Mexican American" and "Spanish American" are used interchangeably.

2. Negro: Persons considered in school or community to be of Negroid or black African origin.

3. Anglo: White persons not usually considered in school or community to be members of any of the above ethnic or racial categories (USCCR, 1972c: 62).

A residual category of "other" was also identified to include persons who fit into none of the three ethnic groups identified above. These are generally Oriental Americans or American Indians.

In the analyses of data for the present study, the operational definition of ethnicity will be percent Spanish Surnamed Americans (also referred to as "Mexican Americans" and "Chicanos"). Blacks were excluded from the analyses because the sampling procedures were such that the districts and schools selected for study were underrepresented by Blacks and overrepresented by Mexican Americans. The decision by the Civil Rights Commission to select only districts (and schools within these districts) with 10 percent or more Chicano student enrollments resulted in a sample with a mean Black student enrollment of only 5.3 percent and a mean Chicano student enrollment of 33.9 percent. The addition of "Anglo" districts to this sample in the 1972 survey reduced the mean Black pupil enrollment to 4.8 percent and the Chicano student enrollment to 32.1 percent.

Average Income in Districts

Average income of district residents for 1966 was added to the data base from a study of income tax reports by the National Educational Finance Project (NEFP). The NEFP report included three variables recorded for use in the present study: income per pupil, number of pupils, and number of personal income tax returns of below $3,000, between $3,000 and $10,000, and above $10,000 before taxes in 1966 (NEFP, 1971). Average income for each district was computed by the following formula:

$$\frac{\text{(income/pupil) X (number of pupils)}}{\text{total number or income tax returns}}$$

Educational Resources

Educational resources on the district level were operationally defined in terms of measures of: (1) financial status, (2) adequacy of professional staff, (3) class size, (4) educational level of school board members, administrators, and professional staff. On the school level educational resources were operationalized in terms of measures of adequacy of professional staff, educational level of professional staff, experience of professional staff, class size, teacher salaries, and adequacy and age of physical and instructional facilities.

DATA COLLECTION PROCEDURES FOR 1972 SURVEY

The first step in the data collection process was to acquire computer tapes of data collected in the HEW Fall, 1968, and the USCCR Spring, 1969, surveys of districts and schools. In the Summer of 1971 a request for release of data was made to Henry M. Ramirez, Director of the Mexican American Studies Division of the U.S. Commission on Civil Rights. Data were made available in the Winter of 1971 and plans were laid for the analysis of these data and follow-up study under the rubric of Southwestern Schools Study. Co-principal investigators of the study were from the fields of sociology and educational administration at the University of Texas at El Paso. Funding was secured from the U.S. Office of Education, Region VI to conduct the survey.

Analyses of the data from the Civil Rights Commission surveys were done in order to determine the types of questions for which adequate data could be obtained. These analyses provided valuable information for the construction of the 1972 district survey questionnaire. A pretest of the questionnaire was conducted in verbal interviews with two superintendents and one former superintendent on the faculty at the University of Texas at El Paso. The questionnaire was reviewed by colleagues at the University and by members of the staff of the U.S. Commission on Civil Rights. After changes were made based on their suggestions, the questionnaire was sent for clearance by a Committee on Protection of Human Subjects at the University.

Superintendents were notified of the study by letter one week prior to the mailing of questionnaires. Questionnaires were mailed during the first week in May to the sample of 636 superintendents. Included in the mailout was a letter by the staff director of the U.S. Commission on Civil Rights urging cooperation with the study. (See Appendix E). Superintendents were asked to complete the questionnaires and return them within three weeks. It became clear from communications from some of the superintendents that this was insufficient time to complete the questionnaire since it came at a time when end-of-the-year reports were due. A communication was thus mailed to superintendents extending the deadline an additional two weeks and clarifying questions which seemed from the questionnaires returned to create some difficulties.

Within a month of the first mailing, approximately one-third of the questionnaires had been returned. A second mail-out was conducted in mid-June to those superintendents not responding. If no response was received by the last week in July, a personal phone call was made to the superintendent. The process of data collection was admittedly a rather lengthy and difficult one, but it was essential in order to achieve a sufficient response rate. Some 72 percent of the questionnaires were finally returned. Two percent were so incomplete that they could not be included in the analysis. The response rate of complete questionnaires was thus 70 percent.

As questionnaires were received they were checked for completeness. If questions were left unanswered, a letter was sent to the superintendent asking for the information needed. The questionnaires were then checked for internal consistency by hand. If inconsistencies were found, a letter describing the inconsistency was sent to the superintendent and he was asked to clarify or correct the answers. After questionnaires were complete, they were coded, keypunched and verified. The data were finally run through a computer program written to check for internal validity. For example, the number of Chicano students by reading level in a particular grade were totaled and compared with the total number of Chicano students reported enrolled in that grade in a previous question. If an inconsistency was found to be a keypunch error, it was corrected. This procedure was repeated until all inconsistencies due to coding or keypunching errors were corrected. If inconsistencies could not be cleared up from the information given in the questionnaire, a letter was sent to the superintendent asking for additional information.

Difficulties encountered in data collection largely centered around obtaining and "cleaning up" a considerably large amount of data from superintendents who were bombarded constantly with surveys and requests for data from both official and unofficial sources. This problem of "survey saturation" became apparent in phone conversations and written communications with superintendents, some of whom indicated that they received three to five questionnaires a week. Thus a considerable amount of time in the data collection process was spent in selling the importance of the Southwestern Schools Study to the superintendents. The length of the questionnaire also made more difficult the task of achieving a high response rate. All things considered, the 70 percent response rate was sizeable.

1972 SURVEY RESPONDENTS

In any questionnaire survey one of the most obvious problems is one of attaining a sufficiently high rate of response to consider the results representative of the population under study. This problem was encountered by Coleman in his nationwide survey of schools. Of this original sample of 900,000 students, responses were received on some 569,000 students, yielding a 59 percent response rate (Hanushek and Kain, 1972: 119).

Of the four surveys during 1968-69 by the Department of Health, Education and Welfare and the U.S. Commission on Civil Rights that are analyzed in this study, none had a response rate of less than 94 percent. The Southwestern Schools Study survey of districts in 1972 achieved a response rate of 70 percent of all districts surveyed. The question, therefore, is raised whether the nonresponding districts were different in any important respects from the districts responding. In most questionnaire surveys, this question cannot be adequately answered because data are very frequently not available on the nonresponding districts. Since approximately 85 percent of the total sample in the 1972 district survey was surveyed by the Civil Rights Commission in 1969, information are available on these districts and a comparison between districts responding and those not responding to the 1972 survey can be made. Table 2-4 presents the results of this comparison. Of the 538 districts surveyed in both 1969 and 1972, 373 responded to most of the questions in the 1972 survey. The 373 districts responding to the 1972 survey

Table 2-4. MEDIAN VALUE OF CHARACTERISTICS OF DISTRICTS RESPONDING TO 1969 SURVEY, RESPONDING TO 1972 SURVEY, AND NOT RESPONDING TO 1972 SURVEY. DISTRICTS OF 10 PERCENT OR MORE MEXICAN AMERICAN ENROLLMENT.*

District Characteristics from 1969 USCCR Survey	Median Value of Each Characteristic for:		
	Districts Sampled in 1969 Surveys (Max.N=537)	Districts Responding to 1972 Survey (Max. N=373)	Districts Not Responding to 1972 Survey (Max. N=165)
Total District Enrollment	2,279	2,660	2,089
Number of Schools in System	5.2	5.5	4.6
Ethnic Composition of Student Enrollment			
Percent Mexican Americans	26.7	26.0	27.7
Percent Negroes	1.3	1.1	1.6
Percent Orientals	.3	.2	.4
Percent American Indians	.1	.1	.1
School Board Members			
Percent Business Owners	23.8	24.0	23.3
Percent Professionals	22.0	22.7	20.1
Percent Farmers	13.0	15.0	12.0
Percent Sales and Clerical	1.8	1.6	2.1
Percent Skilled and Foremen	2.5	2.4	3.2
Percent Semiskilled	.4	.4	.6
Percent Service Workers	.6	.6	.8
Percent Housewives	3.0	2.8	3.4
Percent Retired	.5	.5	.5
Average Years Served	5.0	4.7	5.2
Average Education	14.3	14.5	14.0
Percent Mexican Americans	3.2	3.3	2.9
School Finance			
PPE (less federal aid)	$555	$545	$571
Assessed Valuation Per Pupil	$11,416	$11,058	$11,711
School Tax Rate Per $100 Assessed Valuation	$2.03	$2.01	$2.08

Table 2-4. (CONT'D)

District Characteristics from 1969 USCCR Survey	Median Value of Each Characteristic for:		
	Districts Sampled in 1969 Surveys (Max. N=537)	Districts Responding to 1972 Survey (Max. N=373)	Districts No Responding t 1972 Survey (Max. N=165)
Income of District Residents			
Average Income of Residents	$5,613	$5,653	$5,520
Percent with Personal Income Below $3,000	34.8	34.8	34.8
Percent with Personal Income $3,000-$10,000	49.6	49.5	49.8
Percent with Personal Income Above $10,000	13.5	13.7	13.3
Pupils Per Teacher	20.6	20.6	20.4

*Source: Enrollment Characteristics: HEW Fall 1968 Title VI Survey of Districts.

School Board, School Finance Characteristics: USCCR Spring 1969 Survey of Districts.

Income of District Residents: National Educational Finance Project, Personal Income by School Districts in the U.S., Personal Income Before Taxes for 1966.

are compared with the 165 nonresponding districts and the 537 districts surveyed in 1969 on key variables from the 1969 district survey questionnaires (Appendices B and D).

The table indicates that there are no important differences between districts surveyed in 1969 and those responding in 1972 when compared on the 1969 survey data. There does seem to be a slight difference in the size of district enrollment. Districts responding to the 1972 survey were approximately 14 percent larger in median student enrollment than districts in the 1969 surveys. Otherwise, districts responding in 1972 are very similar in most respects to the districts in the original sample. The differences were not considered large enough to cause concern about response bias due to the 70 percent response rate in the 1972 survey.

In addition to the districts surveyed in both 1969 and 1972 --districts with Chicano student enrollments of at least 10 percent-- the 1972 survey was mailed to 98 districts with less than 10 percent of any ethnic minority (i.e.,Blacks, Chicanos, and American Indians). The response to this subsample of "Anglo districts" was not as good as the response to the larger sample. Complete questionnaires were received from 56 of these districts, yielding a response rate of 57 percent from the Anglo district subsample. Since these districts were not surveyed previously in the HEW or USCCR surveys, no determination can be made of response bias in the districts surveyed. From correspondence with Superintendents from these districts by mail and by phone, the chief reason for the low response rate from these districts seemed to be that the questionnaire was not applicable to their districts since they had few or no Chicano students enrolled.

METHODS OF ANALYSIS

Before describing the types of analyses performed on the data, a comment should be made about the ability to generalize from the samples of districts to the population from which they were drawn. As described in the section on sampling design above, the sample of districts in the HEW FALL 1968 Title VI Survey, the sample on which all of the subsequent surveys were built, was selected such that districts were randomly sampled within each of four size categories with smaller districts being undersampled and districts of less than 300 pupils enrolled being excluded altogether (See Table 2-1 above). The purpose of this procedure was to achieve efficiency while at the same time including most pupils in the survey. While this purpose was accomplished, it created some problems in the analysis of data. If one wishes to make projections to the population of districts from which the sample was drawn, a weighting factor should be entered into the computations based on district size.

When weighting factors are entered into the analyses, another problem surfaces. There is some evidence to indicate that measurement idiosyncracies tend to manifest themselves more in smaller districts than in larger ones (See Kiesling, 1967). According to the sampling weights given to districts by HEW, smaller districts in the sample (districts of 300 to 599 pupils enrolled) would be weighted four times as heavily as larger districts (districts of 3,000 or more pupils enrolled) in population projections. Idiosyncratic variations in the smaller districts would also be four times as great in such projections.

For the purposes of this study, population projections are not as important as examining relationships among variables. Since the relationships are likely to be confounded by including the weight factors, they were not entered into the analyses. Instead, an effort was made to determine whether district size was related to the variables in the analyses in such a manner as to create interaction effects in the relationships under examination. To determine whether or not district size was affecting the relationship between a particular educational input measure and the percent Mexican American pupils enrolled or income level of district residents, district size was controlled and the relationship within each district size category was examined. If controlling district size changed the original relationship (i.e., the direction of the relationship was reversed or a relationship disappeared or appeared as a result of controlling for district size), the results of this analysis were reported.

There is another reason for controlling district size in the analyses. When dealing with indicators of district resources which are computed as per pupil measures, the differences between districts of different size enrollments do not accurately reflect the disparities in quality of educational services provided. Generally, very small districts require more resources per pupil than larger districts simply because there are basic needs that every district has whatever its size. Thus, even if a superintendent's salary in larger districts is higher, the cost of the superintendent per pupil is less than in smaller districts. Furthermore, since the number of pupils per teacher is likely to be less in the small districts, the average per pupil cost for instruction will be higher. [4]

This is illustrated in Table 2-5. Total per pupil expenditure is greatest in the smallest district size category (of enrollment between 300 and 600 pupils). The difference between the largest and the smallest district size category, however, is only $50. When expenditures from federal funding are subtracted, the difference increases slightly to $59. The districts with the smallest size enrollment also has the highest assessed valuation of taxable property per pupil. It is interesting to note further that the larger districts must tax at a higher rate than the smaller districts in order to obtain less revenue per pupil. [5] Table 2-5 also indicates as expected that the number of pupils per teacher increases with the size of district enrollment. Finally, in the larger districts the average income is higher and the percent of Chicano pupils enrolled is lower, but these differences are not large ones.

Aside from the fact that smaller per pupil expenditures may not be truly representative of the amount and quality of educational services received in the smaller districts, the decision to base the analyses on the true number of districts sampled and not to include the sampling weight factors in the analyses of districts might be

Table 2-5. MEAN OF FINANCIAL AND OTHER CHARACTERISTICS OF SCHOOL DISTRICTS BY DISTRICT SIZE CATEGORIES. DISTRICTS OF 10 PERCENT OR MORE MEXICAN AMERICAN ENROLLMENT, 1969*

District Characteristics	District Enrollment			
	300-599	600-1,199	1,200-2,999	3,000 or more
Financial Characteristics, 1967-68:				
Per Pupil Expenditures	$705	$662	$642	$645
Per Pupil Expenditure Less Federal Aid	$643	$578	$563	$584
Assessed Valuation Per Pupil	$19,348	$15,117	$15,152	$12,903
Tax Rate Per $100 Assessed Value	$2.16	$2.27	$2.55	$2.86
Number of Districts	(44)	(86)	(140)	(260)
Mean Income of District Residents, 1968	$5,671	$5,148	$5,246	$6,362
Number of Districts	(43)	(82)	(132)	(250)
Percent Mexican American Enrolled	34.7	39.5	38.4	29.6
Number of Districts	(44)	(86)	(144)	(263)

*Source: USCCR Spring 1969 Survey of Districts justified by the extent of coverage of the sample. Although by undersampling smaller districts less than half of the total universe of districts in the Southwest were included in the original HEW sample, the districts sampled contained fully 94 percent of all pupils enrolled in public schools in the five state area. This sample was further reduced in the Civil Rights Commission's survey to about one-half of the total number of districts in the HEW sample since only districts with at least 10 percent Chicano student enrollments were selected. But districts in the Southwest with 10 percent or more Chicano pupils still contain approximately 50 percent of all students and 80 percent of all Chicano students in the region (USCCR, 1971c: 18).

When examining the results of the 1969 Commission survey of districts, the reader must keep in mind that the sampling completely excluded districts of less than 10 percent Chicano pupil enrollments and very small districts (less than 300 pupils) and is more heavily weighted with larger districts. With respect to interpretations of the 1972 Southwestern School Study survey of districts, the reader should note that a subsample of "Anglo districts" (less than 10 percent of any minority group) was added to the Civil Rights Commission's 1969 sample.

Analyses By State

With these sampling limitations in mind a very important caveat should accompany the interpretation of the district survey analyses by state. Since the sample was weighted first by district size in the 1969 surveys and a subsample of 59 "Anglo districts" was added in the 1972 survey, the sample of districts in each state cannot be said to be representative of the total population of districts in the state. The analyses are presented only for basically the purposes of describing the characteristics of the sample in each state even though these districts are not representative of all districts in the state and to lay the groundwork for comparison of district characteristics within each state. Thus, if sizeable differences among states are found on a particular resource variable, state will be controlled in order to rule out the effect of interstate differences or differences based on ethnic composition.

The problem of a weighting factor according to district size is not encountered in the survey of schools since the original district size sampling weights were counterbalanced in selecting schools to be included in the USCCR 1969 survey (See Table 2-2 above). But the sample of schools was weighted according to percent Chicano pupils enrolled. Fifty percent of the schools of less than 25 percent Chicano student enrollments were sampled, while all of the schools in the other categories of percent Chicano pupils enrolled were included (See Table 2-3 above).

In the analysis of 1969 schools survey data by state and for the full sample, the weight factor was included in the analyses. Thus, in discussing the findings of the schools data, one may generalize to all schools within districts of at least 10 percent Chicano pupil enrollments.

Analyses by Percent Chicanos Enrolled

The major "independent" variable in this study is the ethnic composition of the districts or schools surveyed. In most of the tabular analyses percent Mexican American enrollment was broken down into four categories and related to a series of "dependent" variables, namely, measures of educational inputs.[6]

For the purpose of consistency in the analyses, the categories of percent Chicano enrollment are similar to those used in sampling schools in the 1969 USCCR survey: 0-24.9, 25-49.9, 50-74.9 and 75-100. For each category of percent Mexican Americans enrolled, the mean and median values of each educational input measure was computed.[7] In the district analyses, district size and state were controlled on those dependent variables shown to be highly related to these control variables.

As in the case of the analyses by states, the reader must be cautioned not to generalize from the district statistics to the total population of districts of each ethnic enrollment category. The tables, however, do indicate what kind of a relationship exists in the population of districts between percent Chicano enrollment and educational input measures.

In addition to tabular analyses, relationships among the variables will be measured by the Pearson product-moment coefficient of correlation. These should indicate the relative degree to which the different educational input measures covary with percent Chicanos enrolled.

Analyses by Average Income

Income level of district residents was included in the analyses for comparison with percent Mexican American enrollment. Mean income was computed for each district in the sample and divided into quartiles.

The mean and median of each educational input measure was computed by quartiles of average income.

Pearson correlation coefficients were computed between district input measures and average income of district residents. These correlations were compared with those obtained in the analyses by percent Mexican American enrollment.

Tests of Statistical Significance

There has been considerable disagreement in the social science literature on the issue of when to use and when not to use tests of statistical significance (See Morrison and Henkel, 1970a). In this study, tests of significance will not be used for basically two reasons.[8]

The first reason is that tests of statistical significance are inapplicable to weighted samples. The fact that samples in each survey were not selected in a simple random manner but rather stratified and then weighted does not allow tests of significance to be legitimately used on the total sample. Such a misuse of tests of statistical significance on nonprobability samples is found frequently, even in the most prestigious sociological journals. Morrison and Henkel estimate that "an average of around 40 percent of the published articles in the (American Sociological) Review that have used the tests have been characterized by this kind of misuse over the twenty-one-year period (from 1947 to 1967)" (Morrison and Henkel, 1970b: 188). There is, however, no basis in statistical theory for properly using tests of statistical significance when a nonrandom sampling procedure is employed (Morrison and Henkel, 1970c: 305).

The second reason why significance tests are not used in this study is simply that they are not necessary since such a large proportion--seventy percent--of a finite population of all districts with at least 300 pupils and 10 percent Chicanos enrolled were selected in the Civil Rights Commission's 1969 survey of districts. Thus, inferences can be made about population parameters on the assumption that almost any difference constitutes a significant difference and is not due to random sampling variation.

DATA BANK OF SURVEY RESULTS

One of the original goals of the Southwestern Schools Study was to build a reservoir of data on Mexican Americans in the school systems of the Southwest. Data collected in the Fall, 1968, HEW surveys of schools and districts were pooled with the Spring, 1969, Civil Rights survey data on schools and districts and the Spring, 1972, survey results collected in the Southwestern Schools study. Data files were constructed for the various surveys. The variables contained in these files and a description of the file structures are presented in Appendix F. The data files are available for secondary analyses by other researchers. Other than the data collected by Coleman in his nationwide survey (Coleman, et. al., 1966), this data bank probably constitutes the largest body of data available on Mexican Americans in the educational institutions of the Southwest.

REFERENCES FOR CHAPTER 2

Coleman, James S., et. al.
1966 Equality of Educational Opportunity. Washington, D.C.: U.S. Government Printing Office.

Hanushek, Eric A. and John F. Kain
1972 "On the Valuc of Equality of Educational Opportunity as a Guide to Public Policy," Pp. 116-145 in Mosteller and Moynihan (eds.), On Equality of Educational Opportunity, N.Y.: Vintage, 1972.

Kiesling, Herbert J.
1967 "Measuring a Local Govt. Service: A Study of School Districts in N.Y. State," Review of Eco. and Statistics 49 (Aug.): 357-67.

Morrison, Denton E. and Ramon E. Henkel (eds.)
1970a The Significance Test Controversy: A Reader. Chicago: Aldine.

1970b "Significance Tests Reconsidered," Pp.182-198 in Morrison and Henkel (eds.). The Significance Test Controversy. Chicago: Aldine

1970c "Significance Tests in Behavioral Research," Pp.305-311 in Morrison and Henkel (eds.), The Significance Test Controversy. Ibid.

National Educational Finance Project
1971 Personal Income by School Districts in the United States. Prepared by Dewey Stollar and Gerald Boardman. Gainesville, Florida: NEFP.

U.S. Commission on Civil Rights
1971a Mexican American Education Study. Report I: Ethnic Isolation of Mexican Americans in the Public Schools of the Southwest. Washington, D.C.: U.S. Government Printing Office.

1971b Mexican American Education Study. Report II: The Unfinished Education. Washington, D.C.: U.S. Government Printing Office.

1971c Technical Methods Employed in the Mexican American Education Study: A Staff Report. September.

1972a The Excluded Student. Report III: Educational Practices Affecting Mexican Americans in the Southwest. Washington, D.C.: U.S. Government Printing Office, May.

1972b Mexican American Education in Texas: A Function of Wealth. Report IV: Mexican American Education Study, August. Washington, D.C.: U.S. Government Printing Office.

1972c Methodological Appendix of Research Methods Employed in the Mexican American Education Study, January.

1973 Teachers and Students: Differences in Teacher Interaction with Mexican American and Anglo Students. Report V: Mexican American Education Study, March. Washington, D.C.: U.S. Government Printing Office.

FOOTNOTES FOR CHAPTER 2

1. Hawaii was not included in the Fall 1968 HEW Title VI Survey.

2. It was primarily because of the paucity of data collected on the district level in the USCCR 1969 survey that a decision was made to direct the 1972 Southwestern Schools Study questionnaire to districts rather than schools.

3. One area not covered at all in the 1969 surveys that was added in the 1972 survey involved the opinions of superintendents on a variety of programs and policies affecting Chicano students.

4. Of course, one must also take into consideration the fact that in central cities, where many of the larger districts are located, the overall cost of education of the same quality is higher than in rural and suburban areas because of higher costs of land, labor and other operating expenses. There is the additional problem of municipal overburden in the large cities. (See Levin, Muller and Sandoval, 1973.) The relationship between district size and per pupil cost of education is further complicated by the fact that some of the larger districts are in suburban areas.

5. This finding is consistent with the arguments of Levin, Muller and Sandoval (1973) who indicated that the burden of education costs is greater in central cities than in rural and suburban areas.

6. The terms "independent" and "dependent" variables are used here not in a strict sense, but in a loose statistical sense. In a purely statistical sense, two variables can be found to covary, but this does not demonstrate that one causes the other. For purposes of this study, establishing a causal relationship is not essential; more important is the ability to say that certain characteristics and conditions are closely related.

7. Both mean and median values for each category of the "independent" variable were computed. The mean value is a simple arithmetic average, the most commonly used measure of central tendency. The mean, however, may be inflated by extreme values. The median is a more stable measure since it is the midpoint of a distribution and is not influenced by extreme values.

8. In the tables presented in Chapter 4 chi-squares are presented for heuristic purposes only and should not be used to determine whether or not a relationship is significant. The reader may use the chi-squares for comparing the results of the different tables.

CHAPTER 3: INEQUALITIES IN EDUCATIONAL RESOURCES

In the most literal sense, equal educational opportunity might be defined as the equal distribution of educational resources and services. According to this definition, if inputs into the educational system, such as per-pupil expenditure, physical facilities, and teacher quality, are the same for all ethnic, racial and income groups, then there is equality of educational opportunity.

This conceptualization of equal educational opportunity is perhaps the oldest, dating back to the beginning of public education in the United States. Public schools were to provide a free education with a common curriculum to all persons (Coleman, 1969: 13). In the 1896 Plessy v. Ferguson decision, this conception of equality of educational opportunity meant that segregated schools were justified as long as they provided the same facilities to pupils of different racial and economic backgrounds. Various elaborate means were developed for measuring and demonstrating whether or not equality of facilities existed. The courts were swamped with cases alleging differences in drinking fountains, toilets, textbooks and teachers. These differences were translated into fiscal terms by the courts in order to establish a standard for measuring equality. Thus, equality of educational opportunity was measured in terms of dollars and cents (Ashmore, 1954: 109-110). As the reasoning went, if a given district was spending the same amount per pupil for Black schools as for White schools, then equality of educational opportunity existed for both groups (Dyer, 1969: 42).

INEQUALITIES BASED ON RACE AND ETHNICITY

One of the earlier attempts to assess the disparities in school services available to Black and White students was conducted in 1925 by Crisis magazine, of which W.E.B. DuBois was editor. A series of studies were designed to compare conditions in "white" and "colored" schools in "a half dozen typical states" in the "southern South." The first study, reported in the September, 1926, issue of Crisis, examined school conditions in the common schools of Georgia. Data were gathered from "school reports issued by the state and municipalities and...supplemented by personal visits and inspection of men trained in school work and social investigation" (DuBois, 1970: 110). A few of the marked differences in expenditures reported by DuBois for 'White" and "colored" schools are shown in Table 3-1.

DuBois found that per pupil expenditures were about ten times as great for 'White schools" as for "colored schools." No doubt these great differences in educational resources have had an historical impact on differences in pupil achievement between Blacks and Whites which is still operating today. This raises the question about the extent to which there are differences in educational expenditures between schools attended by Blacks and those attended by Whites today.

First, the extent of overall disparities in educational financing must be identified. Harrison and McLoone surveyed some 5,206 school systems sampled from a universe of 35,473 school systems in all states of the U.S. during 1959-60. They examined expenditures per classroom unit for each state and found a sizeable degree of overall inequality:

Table 3-1. FINANCIAL DISBURSEMENTS FOR WHITE AND COLORED SCHOOLS IN GEORGIA, 1923-24*

	White	Colored	Total
Total Number Enrolled in Georgia Common Schools, 1923-24.	386,097	253,494	639,591

Financial--Disbursements for the State 1923-24

	Disbursements	(Per pupil expenditure)
Paid to white teachers	$ 9,400,842.49	($24.35)
Paid to colored teachers	969,666.27	($ 3.83)
Total	$10,370,508.76	($16.21)
Paid for buildings, white. . . .	$ 1,492,953.54	($ 3.87)
Paid for buildings, colored. . .	102,510.76	($ .40)
Total	$ 1,595,464.30	($ 2.49).
Paid for libraries, white . . .	$ 23,717.70	($ .06)
Paid for libraries, colored. . .	258.00	($ .001)
Total	$ 23,975.70	($ .04)
Miscellaneous expense, white . .	$ 2,711,937.48	($ 7.02)
Miscellaneous expense, colored .	21,888.82	($ .09)
Total	$ 2,733,826.30	($ 4.27)
Total disbursements, white . . .	$16,180,060.41	($41.65)
Total disbursements, colored . .	1,176,250.00	($ 4.64)
Total	$17,356,310.41	($27.14)

*Source: DuBois, W.E.B., CRISIS Magazine, September, 1926.

> The upper 25 percent of the classroom units, those above the 75th percentile, were supported with approximately 38 cents of every school dollar spent for all classroom units in the Nation. At the lower end of the distribution, the lower 25 percent of the classroom units were supported with only about 15 cents of the total school dollar for current expenditure (1965: 11).

Whether and to what extent these expenditures are distributed along racial or ethnic lines today is a much debated question. Jencks concludes from his reanalysis of the Coleman data that "Black children are more likely to live in poorly financed school districts than white children," but this difference is found "because more black children than white children live in the South. Within either region, Blacks and Whites have about the same chance of being in an affluent district" (1972: 27).

Data on inequalities in the distribution of financial resources among schools of different racial composition within districts are even more limited. While Coleman found that in 1965 the average White child was in a district that spent 8-10 percent more than districts wherein the average Black child lived, Jencks estimates that within districts the average disparity to be between 5 and 10 percent, including Title I of ESEA (1972: 28).

This raises the question of whether there are any large differences in school financing based on the proportion of Chicano pupils enrolled in the districts and schools of the Southwest. A 1969 survey conducted by the U.S. Commission on Civil Rights in Texas revealed that expenditures per pupil from state and local revenue sources for 1967-68 were inversely related to the percent Mexican American pupils enrolled in the district. Districts with 10-20 percent Mexican American pupil enrollments were spending an average of $464 per pupil, while districts of 80-100 percent Mexican American pupils were spending $296 per pupil (USCCR, 1972 : 26). The Commission noted:

> It is inconceivable that Mexican American districts need fewer financial resources to educate children with greater needs. Nevertheless, they are spending three-fifths as much per pupil as Anglo districts....(T)he amount of money spent on the education of every Chicano child is determined by the income of his parents and neighbors and the property wealth of the district in which he goes to school (USCCR, 1972 : 26).

The level of district expenditures should in turn be closely related to the quality of educational resources or services provided. A national survey of educational expenditures during 1965-66 found that the level of expenditure is related to salaries of professional personnel, number of professional personnel per 1,000 students, and expenditure on teaching materials and texts (School Management, 1966: 128-131).

In the same year, Coleman studied inequalities in school resources available to minority compared to majority group students and reported:

> there is not a wholly consistent pattern--that is, minorities are not at a disadvantage in every item listed--but that there are nevertheless some definite and systematic directions of differences...Usually greater than the majority-minority differences, however, are the regional differences (Coleman, et. al., 1966: 9-12).

Campbell, one of the co-authors of the Coleman Report, did some additional analysis of the Coleman data, examining inequalities on some 238 items "relating to the physical plant, teachers, curriculums, extra-curriculur activities, facilities, fellow classmates, and related matters" (1969: 255). While nationally Whites were found to be better off than Blacks, this is largely due to the fact that many Blacks live in the South where conditions are worse overall. Differences within regions were generally not very large and the surprising finding was that Blacks were found relatively worse off than Whites on fewer of these items in the South than they were relative to Whites in the non-South (Campbell, 1969: 255) Campbell offered this conclusion:

> It is perfectly true that most existing inequalities favor whites rather than Negroes....But it is also true that the magnitude of most of the inequalities is small, and a reasonable supposition is that their reduction is a recent accomplishment, so that this trend is definitely toward their removal altogether. The traditionally defined inequalities in the public schools are in process of being eliminated save in remote, numerically small outposts of resistence (1969: 256).

We might also examine the Coleman data for differences in the quality of school facilities available to Anglo and Mexican American pupils. Tables 3-2 and 3-3 present Coleman's findings on the percentages of Mexican American and majority ("Anglo") pupils who are enrolled in elementary and secondary schools throughout the nation which have the characteristics listed. (The characteristics selected from the Coleman Report which are presented in these tables are only those which would be considered for purposes of this study to be measures of educational resources.)

The Coleman data indicate that there is no consistent pattern of advantage with respect to differences in educational resources available to Mexican American and Anglo pupils nationally.Of the 26 school characteristics on the elementary level presented in Table 3-2, Chicano pupils are at disadvantage on 13 characteristics and Anglos are at a disadvantage with respect to 11 characteristics, with two ties. But on the secondary level the direction of the disadvantage is reversed. Out of thirty-one characteristics listed in Table 3-3,

Table 3-2. PERCENT (EXCEPT WHERE AVERAGE SPECIFIED) OF PUPILS OF EACH ETHNIC GROUP IN ELEMENTARY SCHOOLS HAVING THE SCHOOL RESOURCE CHARACTERISTIC NAMED AT LEFT, FOR THE NATION, Fall 1965*

Resource Characteristic	Ethnic Group **	
	M-A	Anglo
Main building 40 years old or more	22	18
Average pupils per room	33	29
Auditorium	20	19
Cafeteria	39	37
Gymnasium	19	21
Infirmary	59	68
Full-time librarian	22	22
Free textbooks	80	75
School has sufficient number of textbooks	90	96
Texts under 4 years old	66	61
Central school library	69	72
Free lunch program	64	59
Regionally accredited schools	21	28
Teachers having tenure	68	64
Principal's salary $9,000 and above	51	51
School Newspaper	23	29
Boys' interscholastic athletics	55	43
Girls' interscholastic athletics	35	26
Principal with at least M.A.	85	80
Average teacher verbal score	22	23
Percent teachers majored in academic subjects	19	16
Percent teachers who attended college not offering graduate degrees	39	37
Average highest degree earned	3.1	3.0
Average teacher-years experience	13	12
Average teacher salary ($1,000's)	5.9	6.0
Average pupils per teacher	30	28

*Source: Coleman, et. al., 1966: 10, 13, 15, Tables 1, 3 and 5.

**Values which are underlined indicate that particular ethnic group is at a disadvantage on that characteristic.

2

Table 3-3. PERCENT (EXCEPT WHERE AVERAGE SPECIFIED) OF PUPILS OF EACH ETHNIC GROUP IN SECONDARY SCHOOLS HAVING THE SCHOOL RESOURCE CHARACTERISTIC NAMED AT LEFT, FOR THE NATION, Fall 1965*

Resource Characteristic	Ethnic Group **	
	M-A	Anglo
Main building 40 years old or more	11	18
Average pupils per room	32	31
Auditorium	57	46
Cafeteria	72	65
Gymnasium	78	74
Shop with power tools	96	96
Biology laboratory	95	94
Chemistry laboratory	96	98
Physics laboratory	90	94
Language laboratory	57	56
Infirmary	65	75
Full-time librarian	84	83
Free textbooks	74	62
Sufficient number of textbooks	92	95
Texts under 4 years old	58	62
Average library books per pupil	8.1	5.8
Free lunch program	66	62
Regionally accredited schools	77	76
Teachers having tenure	65	72
Principal's salary $9,000 and above	73	72
School Newspaper	89	89
Boys' interscholastic athletics	94	98
Girls' interscholastic athletics	58	54
Principal with at least M.A.	85	80
Average teacher verbal score	23	23
Percent of teachers majored in academic subjects	37	40
Percent teachers who attended college not offering graduate degrees	26	31
Average highest degree earned	3.4	3.4
Average teacher years experience	11	10
Average teacher salary ($1,000's)	6.8	6.6
Average pupils per teacher	23	22

*Source: Coleman, et. al., 1966: 11, 14, 15, Tables 2, 4, and 5.

**Values which are underlined indicate that particular ethnic group is at a disadvantage on that characteristic.

Anglos are found to be disadvantaged on 16 of these and Chicanos on 11 with 4 ties. Perhaps more significant is the fact that the differences between ethnic groups on most of the characteristics are not very large.

In sum, it is clear from previous research that inequalities exist among both schools and districts based on their racial and ethnic composition. The extent of these inequalities, however, is not agreed upon. This provides some important hypotheses to be tested in the present research.

INEQUALITIES BASED ON WEALTH

The information available on inequalities in educational resources based on the wealth of the school district, although very limited, is somewhat more conclusive than the studies of inequalities based on ethnicity and race.

One of the most extensive studies of inequalities among districts is the Thomas Study in Michigan (Thomas, 1968). Thomas found that operating expenditures per pupil on both elementary and secondary school levels were closely related to the wealth of the school district as measured by state equalized valuation per pupil:

> The largest single factor in determining how much will be spent on the education of any given child in Michigan is the state equalized value per pupil in the school district in which he resides (1968: 163).

With respect to inequalities in the quality of school services, Thomas found that "(w)ealthier districts have older, better qualified teachers and administrators...(and) a higher proportion of the total professional staff who serve in a supervisory or consultative capacity." (1968: 129).

He also found that the income of residents of a district attendance area was "associated with the offering of classes for talented children, and the provision of the newer programs in mathematics, biological sciences and physical sciences " (1968: 65-66). Furthermore, the higher income districts were "much more likely to have language laboratories in their junior and senior high schools, and to have provision for such facilities as closed circuit television and student study carrels " (1968: 66).

Guthrie does some further analysis of the Thomas data by examining educational services as they relate to the socioeconomic status (measured in terms of educational and income level) of district residents in Michigan (Guthrie, et. al., 1971). He concludes that very extensive inequities can be found:

> The data demonstrate that high SES districts provide more services and services of higher quality. By contrast, the educational program in a typical low SES district has the effect of severely reducing the opportunities of children who must attend school there (1971: 44).

Hansen studied differences between suburban and urban school districts in the San Francisco Bay area and found that with respect to almost every measure of school resources, the quality of the educational services provided was directly related to the SES of the district (Hansen, 1969, as cited by Guthrie, et. al., 1971: 33).

There have also been studies presented in court cases on school financing. Evidence presented in the Rodriguez Case before the Supreme Court by Joel Berke in his study of 110 districts in Texas indicates a direct relationship between district wealth and educational expenditures. A high correlation was found between the market value of taxable property per pupil and amount of expenditure per child from state and local revenues. The market value of the district was also shown to be related to median family income and percent minority pupils in the district (U.S. Supreme Court, 1973: 11). These relationships are presented in Table 3-4.

As noted in Chapter 1, the Supreme Court ruled against Rodriguez and in its majority opinion argued that while Berke's study demonstrated a direct relationship between the average market value of property in a district and the level of per pupil expenditure, it "found only a partial correlation between a district's median family income and per pupil expenditures " (U.S. Supreme Court, 1973: 10-11). The Court noted that the findings:

> show only that the wealthiest few districts in the sample have the highest median family incomes and spend the most on education, and that the several poorest districts have the lowest family incomes and devote the least amount of money to education. For the remainder of the districts--96 districts comprising almost 90% of the sample--the correlation is inverted, i.e., the districts that spend next to the most money on education are populated by families having next to the lowest median family incomes while the districts spending the least have the highest median family incomes. It is evident that, even if the conceptual questions were answered favorably to appellees, no factual basis exists upon which to found a claim of comparative wealth discrimination (1973: 22-23).

The Court also commented on the lack of a perfect relationship between percent minority pupils and expenditures except "in the relatively few districts at the extremes " (1973: 11).[1]

Studies of the distribution of educational resources among schools have more clearly demonstrated that inequalities exist based on the social class level of the school.

Perhaps the most thorough examination of interschool disparities in

Table 3-4. MEDIAN FAMILY INCOME, PERCENT MINORITY PUPILS, AND STATE LOCAL REVENUE PER PUPIL, BY EQUALIZED PROPERTY VALUE PER PUPIL IN TEXAS DISTRICTS*

Market Value of Taxable Property Per Pupil	Median Family Income From 1960	Per Cent Minority Pupils	State & Local Revenues Per Pupil
Above $100,000 (10 Districts)	$5,900	8%	$815
$100,000-$50,000 (26 Districts)	$4,425	32%	$544
$50,000-$30,000 (30 Districts)	$4,900	23%	$483
$30,000-$10,000 (40 Districts)	$5,050	31%	$462
Below $10,000 (4 Districts)	$3,325	79%	$305

*Source: U.S. Supreme Court, 1973: 11

educational resources based on income is Patricia Cayo Sexton's study of 240 elementary schools in "Big City." Ranking schools according to average income level of the school attendance area, Sexton found large differences among the schools in the quality of school services. Low-income schools had higher proportions of uncertified teachers, older buildings, less adequate facilities of all types except for library and speech facilities, and lower ratings on adequacy, suitability and safety of buildings (1961: 113-136). Some of the same differences between public schools in the city slums and those in the wealthy suburbs were dramatized by Conant in his popular work, Slums and Suburbs (1961).

Another study by Katzman of 56 elementary schools in Boston found that educational resources such as number of professional staff members per child, percent of tenured teachers, and extent of teacher turnover were related to status of the student bodies in such a way as to favor the higher SES schools (1968: 201-256, as cited by Guthrie, et. al., 1971). Thornblad examined differences among elementary schools in Chicago and reports essentially the same findings (1966, as cited by Guthrie, et. al., 1971).

A reanalysis of the data collected in the massive Office of Education Survey by Guthrie, et. al., (1971) revealed considerably greater interschool disparities in educational resources by SES level of the school attendance area than Coleman had found based on race. Low SES schools were older, more crowded, more poorly equipped, had fewer library books per 1,000 students, were less likely to have a room set aside as an infirmary, were less able to provide for the remedial needs of children, and had teachers with lower verbal ability scores (1971: 44-50).

Altogether, these studies indicate that inequalities in educational resources and services clearly exist, although large gaps remain in the data and the differences between Chicanos and Anglos have been virtually ignored. The data presented in the remainder of this chapter are the results of surveys conducted by HEW, the U. S. Commission on Civil Rights, and the present author in an effort to fill in the gaps in our knowledge about the kinds and extent of inequalities in educational resources in the schools and districts of the Southwest.

FINDINGS ON INTERSTATE DIFFERENCES IN EDUCATIONAL RESOURCES

For purposes of influencing public policy, the strategy of uncovering inequalities in the distribution of educational resources among states may prove to be the least productive of change given the organization of education in this country. Since public education is explicitly the responsibility of states rather than the federal government, inequalities in educational resources among states will very likely be the last type of inequality to be eliminated. Even so, there are other important reasons for examining the differences in educational resources available to children residing in different states. By identifying differences among states the reader can get a clearer idea of what the various samples utilized in this study look like. Although the school districts in the USCCR and Southwestern Schools Study samples cannot be said to be representative of all districts in each state, the relative position of each state on a particular variable can be determined with some confidence. Furthermore, if large differences are found among states on a particular measure of educational resources, this is an indication that state should be controlled in further analyses in order to separate the effects of interstate differences from differences based on ethnicity or wealth.

There is no doubt that there are differences among states in the demographic characteristics of their residents. The level of formal education of state residents is a case in point. From the census data presented in Figure 1-1 of Chapter 1, it was clear that in every state in 1970 Chicanos were much lower than both Blacks and Anglos in educational attainment. But the gap between Anglos and Chicanos was much greater in Texas than in California.

If we examine census data on the median educational level of Chicanos in 1970 in Table 3-5, sizeable differences can be found among states in the Southwest. There has been a considerable increase in formal education among Chicanos in the last two decades. As Table 3-5 indicates, the increase in median years of schooling was greater during the period from 1960 to 1970 than during the previous decade. Even so, there still remain marked differences among states in the educational attainment of this ethnic group. The median education for Chicanos in California in 1970 was approximately three and a half years greater than in Texas where median education was 7.2 years for persons 25 years of age and older.

Characteristics of the 1972 Sample of Districts

An examination of the demographic characteristics of districts included in the 1972 Southwestern Schools Study sample in Table 3-6 indicates that about the sampe proportion of the districts surveyed were

Table 3-5. MEDIAN YEARS OF SCHOOLING FOR PERSONS OF SPANISH SURNAME, BY STATE, PERSONS 25 YEARS OLD AND OVER, 1950, 1960, and 1970

State	Median Education by Year		
	1950*	1960**	1970***
Arizona	6.0	7.0	9.0
California	7.8	8.6	10.6
Colorado	6.5	8.2	9.9
New Mexico	6.1	7.4	9.7
Texas	3.5	4.8	7.2

* Source: 1950 U.S. Census of Population, PE No. 3C, Table 3; Vol. II, Parts 3, 5, 6, 31, and 43, Table 20, cited by Grebler, _et_. _al_., 1970.

**Source: 1960 U.S. Census of Population, PC(2)-1B, Tables 3 and 7; Vol. I, Parts 4, 6, 7, 33, and 45, cited by Grebler, _et_. _al_., 1970.

***Source: 1970 U.S. Census of Population, PC(1)-C4, PC31)-C6, PC(1)-C7, PC(1)-C33, PC(1)-C45, Table 51.

Table 3-6. KEY DEMOGRAPHIC CHARACTERISTICS OF SCHOOL DISTRICTS IN 1972 SAMPLE BY STATE*

Demographic Characteristic	Total Sample	Ariz.	Calif.	Colo.	New Mex.	Texas
Attendance Area						
Rural	44.6%	22.2%	41.2%	59.4%	59.4%	46.6%
Urban	41.3	51.9	39.0	31.3	40.6	44.6
Suburban	14.1	25.9	19.8	9.4	0.0	8.8
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
(Number)	(426)	(27)	(187)	(32)	(32)	(148)
Size of City or Town						
Less than 5,000	32.8%	25.9%	22.3%	53.1%	43.8%	40.5%
5,000 to 49,999	48.9	44.4	49.5	40.6	56.3	49.3
50,000 to 250,000	13.8	7.4	24.5	3.1	0.0	6.8
More than 250,000	4.4	22.2	3.7	3.1	0.0	3.4
Total	99.9%	99.9%	100.0%	99.9%	100.0%	100.0%
(Number)	(427)	(27)	(188)	(32)	(32)	(148)
Ethnic Enrollment						
Mean Pct. MA Enrolled	32.1%	33.5%	24.7%	28.1%	48.2%	38.5%
Mean Pct. Negro Enrolled	4.8	5.4	3.4	.8	1.1	8.2
Mean Pct. Anglo Enrolled	60.4	56.7	68.9	67.2	40.5	53.2
(Number)	(419)	(26)	(185)	(31)	(32)	(145)
Income of District Residents, 1966						
Mean Income	$6,079	$5,731	$6,925	$5,121	$4,970	$5,578
(Number)	(410)	(21)	(175)	(31)	(32)	(151)
Income Per Pupil	$7,426	$7,167	$8,917	$5,788	$4,822	$6,541
(Number)	(423)	(25)	(184)	(31)	(32)	(151)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

from rural areas (44.6 percent) as from urban areas (41.3 percent). Districts surveyed in New Mexico and Colorado were predominately rural (59.4 percent in each state) and districts in Arizona were predominately urban (51.9 percent). Districts surveyed in California and Texas were about equally urban and rural, although California had a higher proportion of suburban districts than Texas.

Approximately one-third of the districts surveyed were located in towns of less than 5,000 population. (See Table 3-6) Slightly less than one-fifth of the districts in the total sample were in cities of 50,000 population or more. All districts surveyed in New Mexico were located in places of less than 50,000 population as were almost all (93.7 percent) of districts surveyed in Colorado. Slightly less than one-third of the districts surveyed in California were from cities of 50,000 population or more and approximately one-fifth of Texas districts were from cities of that size. With the exception of Arizona, less than 4 percent of districts in each state were located in cities of more than 250,000 inhabitants.

With respect to student enrollment by ethnic group, Table 3-6 indicates that an average of one-third of the students enrolled in the districts surveyed were Mexican Americans. Districts in New Mexico averaged Chicano student enrollments of almost one-half, while California districts had Chicano student enrollments of approximately one-fourth. The proportion of Black students enrolled in the districts sampled was less than 5 percent. (In view of the sampling procedure, designed to oversample districts with higher proportions of Chicano students and undersample districts of high proportions of Blacks, these figures on enrollment by ethnic group cannot be said to be representative of the total universe of districts in each state.)

States also differ considerably with respect to the economic characteristics of their district residents. Table 3-6 presents the mean personal income of district residents before taxes based on income tax returns for 1966. Districts surveyed in New Mexico had residents with the lowest incomes, and California district residents had the highest incomes with almost a $2,000 difference between the two states. When personal income of district residents is calculated per pupil, the rank order of states is the same but the disparities between states are larger.

Differences in Expenditures

Differences in per pupil expenditure are also sizeable among the five Southwestern states. Figures provided by HEW in Table 3-7 estimating per pupil expenditures by state indicate that in 1971-72 Texas was lowest with $650 expended per pupil and California highest with $918 per pupil. All of the Southwestern states except California are below the national average per pupil expenditure. Average teacher salary is lowest in Texas and highest in California with a $3,000 gap between the two states.

When we compare these state estimates with figures for the 1972 Southwestern Schools Study sample in Table 3-8, we find the relative position of the states to be very similar, although the degree of difference among states is greater in the HEW figures. Texas is lowest in per pupil expenditures and California is highest among the

Table 3-7. ESTIMATED ANNUAL EXPENDITURE PER PUPIL IN AVERAGE DAILY MEMBERSHIP AND AVERAGE ANNUAL SALARY OF CLASSROOM TEACHERS, FOR THE UNITED STATES AND BY STATE, 1971-72*

State	Per Pupil Expenditure	Average Teacher Salary
United States	$874	$ 9,615
Arizona	842	10,136
California	918	11,300
Colorado	847	9,088
New Mexico	818	8,486
Texas	650	8,376

*Source: National Center for Educational Statistics, U.S. Department of HEW, Statistics of Public Elementary and Secondary Day Schools, Fall, 1971, Washington, D.C.: U.S. Government Printing Office, 1971, Table 13, p. 36.

Table 3-8. MEAN AND MEDIAN OF DISTRICT PER PUPIL EXPENDITURES BY EDUCATIONAL LEVEL AND BY STATE, 1972*

State	Per Pupil Expenditure		
	All Levels	Elementary	Secondary
Arizona			
Mean	$780	$713	$833
Median	$736	$659	$866
Number of Districts	(27)	(24)	(14)
California			
Mean	$819	$747	$947
Median	$789	$723	$918
Number of Districts	(177)	(122)	(62)
Colorado			
Mean	$731	$677	$852
Median	$719	$624	$850
Number of Districts	(31)	(12)	(12)
New Mexico			
Mean	$715	$703	$800
Median	$682	$627	$775
Number of Districts	(29)	(14)	(14)
Texas			
Mean	$653	$597	$664
Median	$641	$587	$650
Number of Districts	(139)	(72)	(72)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

Southwestern states. The gap between Texas and California is even greater in per pupil expenditure on the secondary level.

Similar relative differences are found in the 1972 Southwestern Schools Study survey results on average Teacher salary (See Table 3-9). In the districts surveyed in California, teachers received on the average approximately $2,700 more than in Texas. Part of this difference, however, might be absorbed by differences in cost of living.

It is interesting to note that figures estimated by HEW are consistently higher than figures presented in the Southwestern Schools Study survey. Furthermore, the degree of inequality is greater in the HEW statistics than in those collected in the Southwestern Schools Study. The reason for these differences can be found in the nature of the sample selected for the 1972 survey. Most of the districts in the Southwestern Schools Study sample have at least 10 percent Mexican Americans enrolled. A small subsample of "Anglo" districts was added, but not in the proportion that they are found in the entire population of districts. Had more "Anglo" districts been included, it is likely that greater inequalities would have been found among states of different percent Chicano enrollents.

Differences in teacher salary parallel very closely differences in per pupil expenditure in each state. This may be attributed to the fact that teachers' salaries make up a large proportion of the total expenditures in a district. Expenditures for instruction in the Southwest are reported by the Department of Health, Education, and Welfare to range from 64 percent of current expenditures in California

Table 3-9. MEAN AND MEDIAN OF AVERAGE TEACHER SALARY IN DISTRICT, BY STATE, 1972*

State	Average Teacher Salary		
	Mean	Median	Number
Arizona	$9,290	$9,154	(27)
California	10,701	10,670	(181)
Colorado	8,322	8,390	(31)
New Mexico	8,332	8,253	(32)
Texas	8,009	8,000	(146)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

to 73 percent of current expenditures in Arizona (NCES, 1970: 52).

HEW figures also indicate that the largest source of district revenue is local property taxes within districts (See Table 3-10). Slightly more than half (52 percent) of the total revenue receipts of public elementary and secondary schools in the country in 1970-71 were from local sources. This is generally the case for the Southwestern states with the notable exception of New Mexico where only 20 percent of total revenue was local. State sources are the next greatest source of district revenue, accounting for two-fifths of the total revenue receipts nationwide. Federal funds accounted for an average of less than seven percent of the total revenue of districts in 1970-71. (The proportions of district revenue from each souce for the Southwestern states found in the 1972 Southwestern Schools were very similar to the HEW figures.)

In sum, differences in both demographic characteristics and educational funding were found among states in the Southwestern sample of districts. At the two extremes with respect to both educational attainment and educational expenditures are Texas and California. Texas has the lowest median education of the five Southwestern states and the district surveyed in Texas in 1972 had the lowest expenditures per pupil and the lowest average teacher salary. California had the highest median education, the highest per pupil expenditure, and the highest average teacher salary in the Southwest.

Table 3-10. PERCENT OF ESTIMATED REVENUE RECEIPTS OF PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, FROM FEDERAL. STATE AND LOCAL SOURCES FOR SELECTED STATES AND THE U.S., 1970-1971

State	Percent of Total Revenue Receipts			
	Federal	State	Local	Total
United States	6.9	41.1	52.0	100.0
Arizona	7.6	44.6	47.8	100.0
California	5.1	35.2	59.8	100.0
Colorado	7.3	30.3	62.4	100.0
New Mexico	16.6	63.4	20.0	100.0
Texas	10.0	49.3	40.7	100.0

Source: U.S. Department of Health, Education and Welfare, Digest of Educational Statistics, 1971 Edition, Table 70, p. 52.

FINDINGS ON INTERDISTRICT INEQUALITIES BASED ON ETHNICITY

The central research question which stimulated the launching of the Southwestern Schools Study was the question of whether and to what extent there exist inequalities in educational services based on the ethnic composition of the school district. This section attempts to answer that question by examining the various educational resources as they are distributed among districts and schools of differing proportions of Mexican American students enrolled. The educational resources to be examined in relationship to ethnic composition of the districts include, on the district level, revenues, expenditures, salaries and staff characteristics, and, on the school level, salaries, staff characteristics, and educational facilities.

District Revenue

One of the greatest contributors to inequalities in district revenue per pupil is the fact that districts tax the property owners within the district to raise revenue for education. The local property tax has been questioned by advocates of educational reform and challenged in court repeatedly.

Revenue from local property taxes within districts, however, remains the largest source of funds for education. As indicated in Table 3-10 above, more than half of all expenditures for education in the United States come from local sources.

The fact that districts with high percentages of minority pupils have less local revenue available is illustrated in Table 3-11.[2] According to figures from the USCCR Spring 1969 survey of districts of

Table 3-11 MEAN ASSESSED VALUE OF DISTRICT PROPERTY PER PUPIL IN 1967-68, BY STATE AND BY PERCENT MEXICAN AMERICAN ENROLLED IN DISTRICTS OF AT LEAST 10 PERCENT MEXICAN AMERICAN PUPILS*

Percent Mexican American	Assessed Valuation Per Pupil					
	California	(N)	Texas	(N)	Southwest Sample	(N)
10 - 24.9	$15,889	(132)	$17,057	(75)	$14,990	(249)
25 - 49.9	15,691	(68)	17,478	(50)	14,476	(169)
50 - 74.9	14,816	(22)	15,280	(34)	14,086	(75)
75 - 100	8,301	(6)	10,935	(28)	8,914	(44)

*Source: USCCR Spring 1969 Survey of Districts at least 10 percent Mexican Americans enrolled, the assessed property value per pupil is more than one and a half times as great in low percent Mexican American districts (of 10 to 24.9 percent Mexican Americans enrolled) as in districts of high ethnic density (75 to 100 percent Mexican Americans enrolled). Such differences in property value lead to large differences in local revenue receipts per pupil, as illustrated by the results of the 1972 survey of districts in Table 3-12. Comparing median local revenue per pupil, districts in the lowest category of percent Mexican Americans enrolled were receiving almost three times as much per pupil from local revenue as were districts of greatest ethnic density.

State revenue formulas are theoretically designed to compensate for the lack of adequate local revenue. But, as indicated in Table 3-12, state revenue per pupil is not very much greater in districts of high ethnic density than in those with lower ethnic density. Districts in the category of the highest percent of Chicano pupils are receiving on the average about $29 more per pupil from state funds than districts with the lowest proportion of Chicano pupils.

Federal funds, although small, have a greater equalizing effect among districts of differing ethnic composition than do state funds. Districts of 75-100 percent Chicano pupil enrollments are receiving $56 more in federal revenues than districts of less than 25 percent Chicano pupils enrolled.

After state is controlled in Table 3-13, the inverse relationship between percent Mexican Americans enrolled and amount of local revenue per pupil remains. Inequalities based on ethnic composition of districts

Table 3-12. MEAN AND MEDIAN DOLLARS OF DISTRICT REVENUE PER PUPIL BY SOURCE AND BY PERCENT MEXICAN AMERICAN ENROLLMENT, 1972*

Source of Revenue	Percent Mexican Americans Enrolled			
	0-24.9	25-49.9	50-74.9	75-100
Local Revenue				
Mean $ Per Pupil	$456	$401	$301	$235
Median $ Per Pupil	405	369	292	141
(Number of Districts)	(203)	(122)	(44)	(36)
State Revenue				
Mean $ Per Pupil	$350	$372	$359	$379
Median $ Per Pupil	346	360	362	363
(Number of Districts)	(203)	(122)	(44)	(36)
Federal Revenue				
Mean $ Per Pupil	$ 60	$ 57	$ 86	$116
Median $ Per Pupil	38	48	54	113
(Number of Districts)	(200)	(123)	(44)	(34)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

Table 3-13. MEAN DISTRICT REVENUE PER PUPIL BY SOURCE, BY STATE, AND BY PERCENT MEXICAN AMERICAN ENROLLMENT, 1972*

Source of Revenue by State	Percent Mexican Americans Enrolled			
	0-24.9	25-49.9	50-74.9	75-100
Southwest Sample				
Local Revenue Per Pupil	$456	$401	$301	$235
State Revenue Per Pupil	350	372	359	379
Federal Revenue Per Pupil	60	57	86	116
Total Revenue Per Pupil	$866	$830	$746	$730
(Number of Districts)	(203)	(122)	(44)	(36)
California				
Local Revenue Per Pupil	$520	$443	$344	$452
State Revenue Per Pupil	290	325	270	300
Federal Revenue Per Pupil	54	66	75	89
Total Revenue Per Pupil	$864	$834	$689	$841
(Number of Districts)	(114)	(54)	(14)	(3)
Texas				
Local Revenue Per Pupil	$375	$361	$308	$256
State Revenue Per Pupil	423	385	356	358
Federal Revenue Per Pupil	42	49	55	115
Total Revenue Per Pupil	$840	$795	$719	$729
(Number of Districts)	(60)	(42)	(15)	(26)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

are greater and more clear-cut in Texas than in California.(Only three districts in California are in the highest category of percent Mexican American enrollment and because of a single district the mean for this category is somewhat inflated.) When state revenue is examined for Texas districts of different percent Chicano student enrollments, an anti-equalizing effect is evident. Districts of low ethnic density received about $58 more than districts with high concentrations of Chicano students. State funds in California are less anti-equalizing, but districts with less than 50 percent Mexican American pupil enrollments on the average received less state funds than districts of more than 50 percent Chicano students enrolled. Federal revenue tends to equalize total revenue differences among districts of different ethnic composition in both Texas and California. But since the over-all federal contribution is only a small proportion of total district revenue, the effect is not great, and inequalities based on percent Mexican American enrollment remain with districts of high concentrations of Chicano pupils receiving less than districts of low proportions of Chicano pupils.

After district size is controlled, these differences are even greater. Table 3-14 indicates that for districts in the Southwest of 3,000 or more pupils enrolled, there is a $300 gap in local revenue per pupil between the lowest and the highest categories of percent Mexican Americans enrolled. State and federal revenue are not sufficient to close this gap, and when all sources of revenue are combined, the difference is still sizeable, with districts of low ethnic density receiving $185 more per pupil than districts of very high ethnic density.

Table 3-14 MEAN DISTRICT REVENUE PER PUPIL IN DISTRICTS OF 3,000 OR MORE PUPILS, BY PERCENT MEXICAN AMERICANS ENROLLED AND BY SOURCE OF REVENUE, 1972*

Percent Mexican Americans Enrolled	Revenue Per Pupil By Source			Total Revenue Per Pupil (N)
	Local (N)	State (N)	Federal (N)	
0 - 24.9	$476 (112)	$337 (112)	$56 (112)	$870 (112)
25 - 49.9	419 (46)	366 (46)	56 (47)	836 (46)
50 - 74.9	252 (17)	355 (17)	88 (17)	696 (17)
75 - 100	175 (17)	406 (17)	104 (17)	685 (17)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

District Expenditures

As would be expected, the distribution of district expenditures according to ethnic composition of district enrollment is very similar to the distribution of district revenue. An examination of specific district expenditures according to type and according to educational level is essential if policymakers are to relate expenditure policy to objectives.

Data collected in the 1972 survey of districts indicate that operating expenditures per pupil on the elementary level are inversely related to the percent Mexican Americans enrolled in the district. Table 3-15 shows that as ethnic density increases, the per pupil expenditure decreases. This relationship is found with respect to each educational level.

The data also indicate that the amount spent on secondary education is generally larger than that spent on the elementary level. The difference in expenditure between elementary and secondary education can most likely be explained in terms of the larger number of pupils per teacher on the elementary level and the higher salaries paid to secondary teachers, who are on the average more qualified than elementary teachers (See Thomas, 1968: 161). It is also interesting to note that the degree of inequality among districts of different ethnic composition is greater with respect to secondary level expenditures. On the elementary level, expenditures in the lowest category (0-25 percent) of Chicano pupil enrollment are $81 more than expenditures in the category of highest percent Chicano student enrollment. On the secondary level, the expenditures are $216 more in the category of lowest Chicano student enrollment than in the category of highest Chicano student enrollment.

Table 3-15. MEAN AND MEDIAN OF DISTRICTS' PER PUPIL EXPENDITURES BY LEVEL OF EXPENDITURE AND BY PERCENT MEXICAN AMERICANS ENROLLED, 1972*

Level of Expenditure	Percent Mexican Americans Enrolled			
	0-24.9	25-49.9	50-74.9	75-100
Elementary Per Pupil Expenditure				
Mean	$714	$684	$650	$633
Median	690	666	638	635
(Number of Districts)	(121)	(78)	(26)	(18)
Secondary Per Pupil Expenditure				
Mean	$862	$787	$714	$646
Median	870	808	652	596
(Number of Districts)	(88)	(55)	(17)	(14)
Per Pupil Expenditures-All Levels				
Mean	$774	$734	$695	$666
Median	754	724	659	642
(Number of Districts)	(206)	(121)	(42)	(34)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

When district size is controlled, the differences in mean per pupil expenditure based on percent Mexican Americans enrolled increases. Table 3-16 shows the operating expenditures per pupil by educational level and by percent Mexican Americans enrolled for districts of at least 3,000 pupils. On the elementary level the expenditures in the category of districts with the lowest percent Chicano student enrollment is $252 more than expenditures in the category of highest percent Chicano students. On the secondary level, expenditures are $276 higher in districts of less than 25 percent Chicano pupil enrollments than in districts of more than 75 percent Chicano pupils enrolled. When expenditures are considered on all educational levels combined, the districts with lowest concentration of Chicano students is on the average $188 more per pupil than districts in the category of highest percent Chicano student enrollment.

As previously noted, the lion's share of current expenditures for education in the U.S.--above two-thirds--goes to teachers' salaries. There is convincing evidence that the quality of education provided may be improved by offering higher teacher salaries (Raymon, 1968; Owen, 1972; Bowles and Levin, 1968). The hypothesis offered in the present research was that teachers' salaries would be lower in districts with high concentrations of Chicano pupils than in districts with low proportions of Chicano pupils enrolled. The results of the 1972 survey of districts support this hypothesis. A comparison of average teacher salaries in districts of differing ethnic composition is presented in Table 3-17. The mean teacher salary for districts in the category of the highest proportion of Chicano students enrolled is almost $2,000 less than that of districts with the lowest percent Chicano students.

Table 3-16 MEAN PER PUPIL EXPENDITURE IN DISTRICTS OF 3,000 OR MORE PUPILS, BY PERCENT MEXICAN AMERICANS ENROLLED AND BY LEVEL OF EXPENDITURE, 1972*

Percent Mexican Americans Enrolled	Per Pupil Expenditure By Level					
	Elementary	(N)	Secondary	(N)	All Levels	(N)
0 - 24.9	$729	(64)	$871	(52)	$804	(111)
25 - 49.9	697	(37)	795	(24)	750	(46)
50 - 74.9	616	(11)	696	(8)	644	(16)
75 - 100	477	(7)	595	(7)	616	(16)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

Table 3-17. MEAN AND MEDIAN OF AVERAGE TEACHER SALARY IN DISTRICT, BY CATEGORIES OF PERCENT MEXICAN-AMERICANS ENROLLED, 1972*

Percent Mexican-Americans Enrolled	Average Teacher Salary		
	Mean	Median	Number
0 - 24.9	$9,760	$9,499	(210)
25 - 49.9	9,190	8,795	(127)
50 - 74.9	8,669	8,137	(44)
75 - 100.0	7,870	7,975	(36)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

Since wide variations in salary levels were found among states in the above analyses, the question arises as to whether the inequalities among districts of differing ethnic composition might be explained by differences in salaries among states. The largest difference between states was found between Texas and California. When differences among districts of differing ethnic composition are examined within these states, an inverse relationship between salary and percent Mexcian Americans enrolled is still found, although the overall disparity is reduced somewhat. (See Table 3-18)

We might also expect to find that size of district enrollment is related to teacher salary level and thus in turn may affect the relationship between percent Chicano enrollment and average teacher salary. When district size is held constant, the inverse relationship between percent Chicanos enrolled and teacher salary becomes even greater. (See Table 3-19.) Districts of less than 25 percent Chicano students in the Southwest sample of districts with 3,000 or more pupils reported salaries of almost $2,600 more than districts of 75 percent or more Chicano student enrollments.

An additional control might be made for rural-urban-suburban differences in district areas. Table 3-20 indicates that for each type of district attendance area, there is an inverse relationship between average teacher salary and percent Chicano pupils enrolled. The disparity is greatest in urban areas. (The paucity of suburban districts of high concentrations of Chicano students in the sample does not allow for a very accurate estimate of differences in suburban areas, although the direction of the relationship is the same as in other areas.)

Table 3-18 AVERAGE TEACHER SALARY IN DISTRICT, BY PERCENT MEXICAN AMERICANS ENROLLED, FOR SOUTHWEST, CALIFORNIA AND TEXAS, 1972*

Percent Mexican Americans Enrolled	Average Teacher Salary					
	Southwest	(N)	California	(N)	Texas	(N)
0 - 24.9	$9,760	(210)	$10,887	(112)	$8,178	(62)
25 - 49.9	9,190	(127)	10,480	(53)	7,995	(43)
40 - 74.9	8,669	(44)	10,312	(13)	7,913	(15)
75 - 100	7,870	(36)	9,359	(3)	7,682	(26)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

Table 3-19 AVERAGE TEACHER SALARY IN DISTRICTS OF 3,000 OR MORE PUPILS, BY CATEGORIES OF PERCENT MEXICAN AMERICANS ENROLLED, 1972*

Percent Mexican Americans Enrolled	Teacher Salary	
	Mean	Number
0 - 24.9	$10,412	(114)
25 - 49.9	9,870	(48)
50 - 74.9	8,906	(17)
75 - 100	7,831	(17)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

Table 3-20. AVERAGE TEACHER SALARY BY TYPE OF ATTENDANCE AREA AND BY PERCENT MEXICAN-AMERICANS ENROLLED, 1972*

Percent Mexican-Americans Enrolled	Average Teacher Salary					
	Rural	Number	Urban	Number	Sub-Urban	Number
0 - 24.9	$9,130	(84)	$10,129	(88)	$10,299	(38)
25 - 49.9	8,952	(70)	9,427	(42)	9,639	(15)
50 - 74.9	8.276	(23)	9,044	(19)	9,626	(2)
75 - 100	8,128	(13)	7,668	(22)	8,950	(1)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

In short, the empirical evidence presented here supports the hypothesis that inequalities exist in educational expenditures among districts and that expenditures are lower in districts with higher concentrations of Chicano pupil than districts with predominately Anglo pupil enrollments in the Southwest.

Staff Characteristics

The quality of the education received in any district is assumed in this study to be closely related to the characteristics of the school personnel in the district, particularly instructional staff members. This is not, strictly speaking, an assumption since there is some empirical support for such an assertion (Owen, 1972; Raymond, 1968; Levin, 1970). The Coleman Report itself indicates that the characteristics of teachers accounted for a "higher proportion of variation in student achievement than did all other aspects of the school combined excluding the student body characteristics" (1966:316). The question under consideration in this study is: What is the relationship between staff characteristics and percent Mexican American pupils enrollment in districts?

The educational attainment of district superintendents is related to percent Mexican Americans enrolled in Table 3-21. Two and a half times as many superintendents in the lowest percent Chicano student enrollment category have doctorate degrees as superintendents in the highest percent Chicano enrollment category.

The same relationship holds for teachers' educational attainment (See Table 3-22). Almost twice as many teachers with Master's degrees are found in the category of lowest percent Mexican American

Table 3-21 HIGHEST DEGREE OF SUPERINTENDENT BY PERCENT MEXICAN AMERICAN ENROLLED IN DISTRICT, 1972*

Percent Mexican American	Education of Superintendent			
	Bachelor's	Master's	Doctorate	Total (N)
0 - 24.9	5.1	61.4	33.5	100.0 (215)
25 - 49.9	5.5	76.4	18.1	100.0 (127)
50 - 74.9	0.0	84.4	15.6	100.0 (45)
75 -100.0	5.6	80.6	13.9	100.0 (36)

*Source: SSS Spring 1972 Survey of Districts

Table 3-22. MEAN AND MEDIAN PERCENT TEACHERS WITH MASTER'S DEGREE BY CATEGORIES OF PERCENT MEXICAN-AMERICANS ENROLLED IN DISTRICT, 1972*

Percent Mexican-Americans Enrolled	Percent Teachers with Master's		
	Mean	Median	Number
0 - 24.9	24.8	23.8	(209)
25 - 49.9	20.7	20.2	(127)
50 - 74.9	19.1	17.6	(45)
75 - 100.0	16.7	14.7	(36)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

districts as are found in districts in the category of highest percent Mexican American enrollment. Differences within states are also pronounced (See Table 3-23). In Texas while on the average 14 percent of teachers in districts with 75-100 percent Mexican American enrollments have Master's degrees, 27 percent of teachers in districts with less than 25 percent Mexican Americans enrolled have Master's degrees. The same general relationship is found for California with the exception of the highest category of percent Mexican American enrollment (which includes only three districts). If district size is controlled, the inverse relationship between percent teachers in the district with Master's degrees and percent Chicano students enrolled remains strong with proportionally almost twice as many teachers with Master's degrees in districts of less than 25 percent Chicanos enrolled as in districts of more than 75 percent Chicano students enrolled (See Table 3-24).

FINDINGS ON INTERSCHOOL INEQUALITIES BASED ON ETHNICITY

To this point the basic unit of analysis has been the school district. Data presented have been based primarily on reports by superintendents in a 1972 questionnaire survey of the characteristics of their districts. The focus now shifts to the school as the unit of analysis and data presented are from questionnaires sent to school principals in the U.S. Commission on Civil Rights Spring 1969 survey. While the focus of this section is on inequalities among schools of different ethnic enrollments, the reader must be reminded that the schools were not sampled in such a manner as to provide a representative sample of schools within each district. Thus, while inequalities

Table 3-23. PERCENT TEACHERS WITH MASTER'S DEGREE, BY PERCENT MEXICAN AMERICANS ENROLLED FOR SOUTHWEST, CALIFORNIA AND TEXAS, 1972*

Percent Mexican Americans Enrolled	Percent Teachers with Master's Degree		
	Southwest (N)	California (N)	Texas (N)
0 - 24.9	24.8 (209)	21.4 (113)	27.1 (61)
25 - 49.9	20.7 (127)	17.7 (54)	20.9 (42)
50 - 74.9	19.1 (45)	13.9 (14)	16.3 (15)
75 - 100	16.7 (36)	25.8 (3)	14.4 (26)

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

Table 3-24. PERCENT TEACHERS WITH MASTER'S DEGREE IN DISTRICTS OF 3,000 OR MORE PUPILS, BY PERCENT MEXICAN AMERICANS ENROLLED, 1972*

Percent Mexican Americans Enrolled	Percent Teachers With Master's Degree	
	Mean	Number
0 - 24.9	27.3	(116)
25 - 49.9	22.0	(49)
50 - 74.9	23.0	(17)
75 - 100	15.8	(17)

*Source: Southwestern School Study Spring 1972 Survey of Districts among schools in the Southwest can be discussed, intradistrict inequalities have not been measured.

Salaries

Of all measures of school resources examined, the greatest inequalities based on ethnicity were found in the salaries of school personnel.

Table 3-25 presents annual salary of school principals by categories of percent Chicano students enrolled during 1969 in schools in the Southwest. The median salary of principals in the category of lowest percent Mexican American pupils is approximately $4,500 more than for principals in the category of highest percent Mexican Americans enrolled.

Salaries of classroom teachers were also related to the ethnic composition of the school. Table 3-26 shows the percent of full-time teachers receiving less than $6,000 and the percent receiving more than $10,000 in schools of differing percent Mexican American enrollments. Schools in the category of lowest percent Chicano students had one-third as many teachers receiving less than $6,000 as schools with the highest percent Chicano students. Schools with the lowest percent Chicano students were likewise paying four times as many teachers more than $10,000 as schools with the highest concentration of Chicano students.

Staff Characteristics

Two characteristics of school personnel, frequently used as measures of quality of educational resources, were obtained in the USCCR 1969 survey of schools: experience and education of both instruc-

Table 3-25. MEAN AND MEDIAN ANNUAL SALARY OF SCHOOL PRINCIPALS, BY CATEGORIES OF PERCENT MEXICAN AMERICANS ENROLLED IN SCHOOL, 1969*

Percent Mexican-Americans Enrolled	Annual Salary of Principal**		
	Mean	Median	Number
0 - 24.9	$14,200	$14,900	(406)
25 - 49.9	12,900	12,800	(328)
50 - 74.9	11,700	11,000	(172)
75 - 100.0	11,100	10,400	(162)

*Source: USCCR Spring 1969 Survey of Schools in Districts of 10 Percent or More Mexican Americans Enrolled.

**Figures given are rounded to nearest $100.

Table 3-26. MEAN PERCENT TEACHERS WITH LESS THAN $6,000 AND WITH MORE THAN $10,000 ANNUAL SALARY, BY CATEGORIES OF PERCENT MEXICAN AMERICANS ENROLLED, 1969*

Percent Mexican Americans Enrolled	Percent of Teachers with Annual Salaries		
	Less Than $6,000	More Than $10,000	(Number of Schools)
0 - 24.9	12.2	20.5	(406)
25 - 49.9	17.4	15.2	(328)
50 - 74.9	23.1	8.0	(172)
75 - 100	36.7	5.0	(163)

*Source: USCCR Spring 1969 Survey of Schools in Districts of 10 Percent or More Mexican Americans Enrolled.

tional and non-instructional staff.

When schools of differing ethnic composition were compared, the predicted inverse relationship between teaching experience and percent Mexican Americans enrolled was not found (See Table 3-27). Almost no differences were revealed among schools of different ethnic enrollment with respect to the percent of teachers with less than five years teaching experience. Contrary to expectations, there was a slight positive association between percent Chicano pupils enrolled and percent of teachers with more than fifteen years experience.

Among non-instructional professional staff, however, the relationship between percent of personnel with less than five years experience and percent Mexican Americans enrolled was positive as predicted. Table 3-28 shows that while almost 15 percent of professional non-instructional personnel in schools with low concentrations of Chicano pupils have less than five years experience, approximately 22 percent of the professional nonteaching personnel in schools of the highest concentration of Chicano pupils have less than five years experience.

Some evidence is available to indicate that educational and cognitive achievement among teachers is more important than years of teaching experience in affecting student achievement. Henry Levin conducted a cost-effectiveness study of teacher selection from data collected in the U.S. Office of Education's Survey of Equality of Educational Opportunity and found

> that recruiting and retraining teachers with higher verbal scores is five to ten times as effective per dollar of teacher expenditure in raising achievement scores of students as the strategy of obtaining teachers with more experience (1970: 24).

Table 3-27. MEAN PERCENT OF TEACHERS IN SCHOOL WITH LESS THAN 5 YEARS EXPERIENCE AND MORE THAN 15 YEARS EXPERIENCE, BY CATEGORIES OF PERCENT MEXICAN AMERICANS ENROLLED, 1969*

Percent Mexican Americans Enrolled	Teaching Experience		
	Less than 5 Years	More than 15 Years	Number
0 - 24.9	31.0	26.7	(406)
25 - 49.9	32.2	30.2	(328)
50 - 74.9	31.9	32.4	(172)
75 - 100	29.9	34.9	(163)

*Source: USCCR Spring 1969 Survey of Schools in Districts of 10 Percent or More Mexican Americans Enrolled.

Table 3-28. PERCENT PROFESSIONAL STAFF WITH LESS THAN 5 YEARS EXPERIENCE, BY CATEGORIES OF PERCENT MEXICAN AMERICANS ENROLLED, 1969*

Percent Mexican Americans Enrolled	Percent Professional Staff With Less Than 5 Years Experience	
	Mean	Number
0 - 24.9	14.6	(201)
25 - 49.9	11.8	(181)
50 - 74.9	17.6	(90)
75 - 100	21.8	(78)

*Source: USCCR Spring 1969 Survey of Schools in Districts of 10 Percent or More Mexican Americans Enrolled.

This same general conclusion was reached by Guthrie, et. al., in their reanalysis of the Coleman data (1971: 89).

Although a measure of teachers' verbal achievement was not included in the USCCR survey, the educational attainment of teachers in each school might be used as a proxy measure of quality of instruction provided by that school.

Table 3-29 presents the mean percent of teachers with Master's degrees for each category of percent Mexican Americans enrollment and for each of the five Southwestern states. Sizeable inequalities based on ethnic enrollment are found in Colorado, New Mexico and Texas. In all five states, however, an inverse relationship is found between percent of teaching staff with Master's degrees and percent Mexican Americans enrollment.

When the educational level of non-instructional professional school personnel is related to percent Chicano enrollment, an inverse relationship is found as predicted. Table 3-30 presents the mean percent of professional non-instructional staff with master's or doctorate degrees for each category of percent Chicano students enrolled. The differences between categories, however, are not very large.

School Facilities

Schools might also be compared with respect to the types of facilities available and the condition of these facilities. One minimal condition for achieving equality of educational opportunity is that children of different racial, ethnic and economic groups be provided equal quality educational facilities.

The importance of early childhood education for a child to

Table 3-29. PERCENT TEACHERS WITH MASTERS DEGREES, BY STATE AND BY PERCENT MEXICAN-AMERICANS ENROLLED, 1969*

Percent Mexican-Americans Enrolled	Percent Teachers With Masters									
	Arizona	(N)	California	(N)	Colorado	(N)	New Mexico	(N)	Texas	(N)
0 - 24.9	38.8	(22)	14.4	(247)	23.9	(29)	33.2	(23)	25.7	(85)
25 - 49.9	30.8	(24)	15.1	(158)	18.1	(29)	31.9	(23)	21.3	(94)
50 - 74.9	17.6	(11)	11.3	(55)	19.8	(12)	25.4	(33)	22.7	(61)
75 - 100	31.3	(7)	12.6	(25)	9.9	(8)	21.5	(25)	17.3	(98)

*Source: USCCR Spring 1969 Survey of Schools in Districts of 10 Percent or More Mexican Americans Enrolled.

Table 3-30. PERCENT PROFESSIONAL STAFF WITH MASTER'S OR DOCTORATE DEGREES, BY CATEGORIES OF PERCENT MEXICAN AMERICANS ENROLLED, 1969*

Percent Mexican Americans Enrolled	Percent Professional Staff with MA or PhD	
	Mean	Number
0 - 24.9	60.0	(201)
25 - 49.9	53.8	(181)
50 - 74.9	46.5	(90)
75 - 100	51.5	(78)

*Source: USCCR Spring 1969 Survey of Schools in Districts of 10 Percent or More Mexican Americans Enrolled.

develop to his fullest capacity has been repeatedly stressed by educators. The extent to which elementary schools of different ethnic composition provide Kindergarten programs can be examined from the 1969 survey of schools. Table 3-31 demonstrates that for the Southwest as a whole, Anglo children are more likely to attend schools which have Kindergarten programs than are Chicano children. About three-fourths of the elementary schools in the category of lowest percent Chicano enrollment house Kindergarten, whereas only two-fifths of the schools in the category with the highest percent Chicano enrollment have Kindergartens.

Table 3-31 provides figures on schools in the Southwest overall. When comparisons are made among schools of differing percent Mexican American pupil enrollments within states, however, this relationship disappears. Table 3-32 shows the relationship after state is controlled. Such a dramatic shift might be explained by the fact that California, a state which has a large number of schools with low percent Chicano enrollments, has Kindergarten programs in virtually every elementary school in the state.

Information was also collected in the USCCR 1969 schools survey on the physical facilities. Table 3-33 compares schools of different ethnic composition with respect to the proportion having the facilities listed. The differences are not always great, but are in the predicted direction. The greatest differences were found with respect to nurse's offices, shop rooms and domestic science rooms.

For those schools that have the facility listed, an estimate was made by principals of the condition of the facility, the adequacy

Table 3-31 MEAN PERCENT ELEMENTARY SCHOOLS WITH KINDERGARTENS, BY PERCENT MEXICAN AMERICANS ENROLLED, 1969*

Percent Mexican Americans Enrolled	Percent Elementary Schools With Kindergartens	
	Mean	Number
0 - 24.9	74.2	(302)
25 - 49.9	63.2	(212)
50 - 74.9	54.8	(126)
75 - 100	40.7	(123)

*Source: USCCR Spring 1969 Survey of Schools in Districts of 10 Percent or More Mexican Americans Enrolled.

Table 3-32. PERCENT OF SCHOOLS WHICH HAVE KINDERGARTENS BY STATE AND BY PERCENT MEXICAN-AMERICANS ENROLLED, 1969*

Percent Mexican-Americans Enrolled	Kindergarten Housed									
	Arizona	(N)	California	(N)	Colorado	(N)	New Mexico	(N)	Texas	(N)
0 - 24.9	26.7	(15)	95.2	(188)	84.2	(19)	12.5	(16)	35.9	(64)
25 - 49.9	15.4	(13)	92.1	(114)	75.0	(20)	18.2	(11)	18.5	(54)
50 - 74.9	50.0	(8)	97.7	(43)	91.7	(12)	16.7	(24)	20.5	(39)
75 - 100	33.3	(6)	90.9	(22)	100.0	(7)	11.1	(18)	27.1	(70)

*Source: USCCR Spring 1969 Survey of Schools in Districts of 10 Percent or More Mexican Americans Enrolled.

Table 3-33 PERCENT OF SCHOOLS WHICH HAVE THE FACILITY LISTED BELOW, BY PERCENT MEXICAN AMERICANS ENROLLED AND FOR TOTAL SAMPLE, 1969*

Facility	Percent of Schools Having the Facility By Percent Mexican Americans Enrolled				
	0 -24.9	25-49.9	50-74.9	75-100	Total Sample
Gymnasium	25.2	34.4	24.0	27.0	28.1
Library	72.8	71.9	64.3	77.3	71.9
Nurses Office	83.9	79.9	74.3	71.8	79.3
Language Lab	12.8	14.3	13.5	10.4	13.0
Science Lab	27.6	28.6	19.9	25.1	26.1
Shop Room	27.9	29.6	18.1	17.2	25.2
Domestic Science Room	26.7	27.7	15.2	19.0	24.0
Portable Classroom	39.0	36.9	39.2	35.0	37.8
Number of Schools with Facility	(405)	(328)	(171)	(163)	(1,067)

*Source: USCCR Spring 1969 Survey of Schools in Districts of 10 Percent or More Mexican Americans Enrolled.

of equipment for the facility, and its age. Eleven facilities were selected on the assumption that to have the facility would be better than not to have it. The condition of facilities by percent Chicano student enrollment is presented in Table 3-34. According to principals' estimates, schools with predominately Chicano student enrollments were slightly better with respect to three facilities than in schools with predominately Anglo enrollments. Schools with predominately Anglo enrollments were slightly better with respect to seven facilities, and with respect to one facility the schools of different ethnic composition were approximately the same.

The largest differences in the condition of facilities based on ethnic composition of schools were found with respect to cafeterias and nurse's offices. Almost three times as many cafeterias in the highest percent Chicano schools were judged to be in need of replacement as in schools in the lowest percent Chicano enrollment category. About twice as many nurse's offices were judged to be in need of replacement in schools of highest percent Chicano student enrollments as were facilities in schools of lowest percent Chicano enrollments.

A principal's own judgement with regard to the condition and adequacy of the facilities of his school might be questioned with respect to its accuracy as an objective indicator. Principals in different locales may have different yardsticks for evaluating their facilities. Age of the facility, however, is an objective indicator not affected by differences in subjective judgment. When facilities of schools of different ethnic composition were compared with respect to age, only language labs were found to be older in predominately Anglo schools than in

Table 3-34. PRINCIPALS' REPORT ON CONDITION OF SCHOOL FACILITIES BY CATEGORIES OF PERCENT MEXICAN AMERICANS ENROLLED FOR SCHOOLS HAVING THE FACILITIES LISTED, 1969 *

Condition of School Facility	Percent Mexican Americans Enrolled			
	0-24.9	25-49.9	50-74.9	75-100
Cafetoriums				
Percent Need Replacement	2.5	3.1	3.4	8.7
Percent Adequately Equipped	91.4	90.2	94.3	79.3
Age	12.1	13.4	14.4	15.4
Number of Schools With Facility	(243)	(163)	(88)	(75)
Cafeterias				
Percent Need Replacement	11.4	14.4	16.1	31.5
Percent Adequately Equipped	75.6	78.4	87.3	67.6
Age	17.5	17.5	17.7	17.1
Number of Schools With Facility	(123)	(125)	(59)	(54)
Auditoriums				
Percent Need Replacement	10.6	19.1	20.3	13.6
Percent Adequately Equipped	83.0	81.9	77.0	77.3
Age	22.1	27.6	25.8	24.6
Number of Schools With Facility	(94)	(94)	(37)	(44)
Gymnasiums				
Percent Need Replacement	16.7	10.4	17.1	9.1
Percent Adequately Equipped	69.4	80.3	80.5	81.8
Age	15.1	17.4	18.5	19.0
Number of Schools With Facility	(102)	(113)	(41)	(44)
Libraries				
Percent Need Replacement	10.6	13.6	10.9	13.1
Percent Adequately Equipped	75.8	77.5	85.5	81.3
Age	12.0	16.1	14.2	14.6
Number of Schools With Facility	(296)	(236)	(110)	(126)
Nurses' Offices				
Percent Need Replacement	9.7	11.8	10.9	18.8
Percent Adequately Equipped	79.6	78.6	82.8	84.2
Age	14.3	17.2	16.5	20.4
Number of Schools With Facility	(341)	(262)	(128)	(117)

Table 3-34(CONT'D)

Condition of School Facility	Percent Mexican Americans Enrolled			
	0-24.9	25-49.9	50-74.9	75-100
Language Labs				
Percent Need Replacement	9.3	8.5	4.3	5.9
Percent Adequately Equipped	86.9	84.0	95.7	88.2
Age	10.2	10.2	8.2	5.1
Number of Schools With Facility	(52)	(47)	(23)	(17)
Science Labs				
Percent Need Replacement	7.9	11.8	8.8	13.0
Percent Adequately Equipped	79.1	85.4	82.8	80.5
Age	12.1	13.5	16.4	13.2
Number of Schools With Facility	(110)	(94)	(34)	(41)
Shops				
Percent Need Replacement	14.5	8.9	17.7	18.5
Percent Adequately Equipped	77.2	86.4	82.3	65.0
Age	13.0	15.0	16.8	19.1
Number of Schools With Facility	(113)	(97)	(31)	(28)
Domestic Science Rooms				
Percent Need Replacement	10.3	9.5	9.6	16.1
Percent Adequately Equipped	83.6	83.2	98.1	82.3
Age	14.4	15.9	18.6	17.7
Number of Schools With Facility	(108)	(91)	(26)	(31)
Classrooms				
Percent Need Replacement	6.4	7.5	10.6	8.0
Percent Adequately Equipped	84.1	82.3	84.9	83.3
Age	16.5	18.2	21.3	21.2
Number of Schools With Facility	(405)	(328)	(171)	(163)

*Source: USCCR Spring 1969 Survey of Schools in Districts of 10 Percent or More Mexican Americans Enrolled.

predominantly Chicano schools. Most other facilities were from three to six years older in schools where Chicano students are in the majority than in predominantly Anglo schools.

In short, school facilities seem to be more in need of replacement, less adequately equipped and older in schools with high concentrations of Chicano students than in predominantly Anglo schools. The degree of difference, however, is not very great with respect to most facilities. It must be remembered that the schools surveyed were in districts with 10 percent or more Chicano student enrollments. It might be hypothesized that the differences would have been greater had the districts with less than 10 percent Chicano enrollments been included in the sample. In general, however, there were few exceptions to the finding of inequalities in educational resources based on the ethnic composition of schools and districts.

FINDINGS ON INEQUALITIES BASED ON WEALTH

The next major research question is whether there are inequalities in the distribution of educational resources based on the wealth of district residents. This question is somewhat redundant of the issue of inequalities based on ethnicity since there is a fairly strong inverse relationship between percent Mexican Americans enrolled in a district and the average income of district residents.[3] Consequently, the findings on the inequalities of measures of educational resources based on income level of district residents were very similar to the findings on inequalities based on ethnic composition of district enrollments.

Table 3-35 is an example of the relationships that were found between measures of educational resources and average income of district residents. Districts were divided into quartiles according to mean income of district residents and compared with respect to mean district revenue from local, state and federal sources. The relationship is very similar to the results of district revenues by percent Chicano pupils enrolled presented earlier in Table 3-14. District revenue from local property taxes in the lowest income quartile is less than half the revenue raised in the highest income quartile. State and federal funds tend to equalize these differences only slightly and the total amount of revenue per pupil is directly related to the income level of district residents.

Instead of presenting the remainder of the tables on the relationships between average district income and the various measures of educational resources, zero-order correlations were computed. These correlations permit an examination of the degree of relationship between average district income and district resources as compared to correlations with percent Mexican Americans enrolled. Table 3-36 presents the correlations with indicators of educational resources for the 1969 survey of districts by the Civil Rights Commission and the 1972 Southwestern Schools Study Survey of Districts.

The correlations are in almost every case in the direction predicted. The various measures of quality of educational services are inversely correlated with percent Mexican Americans enrolled and directly related to average district income. The correlations with

Table 3-35. MEAN SCHOOL DISTRICT REVENUE PER PUPIL BY SOURCE, FOR QUARTILES OF AVERAGE INCOME OF DISTRICT RESIDENTS*

Mean Income of District Residents	District Revenue Per Pupil By Source						Total Revenue Per Pupil	(N)
	Local	(N)	State	(N)	Federal	(N)		
$44,504 - 6,810	$572	(92)	$322	(92)	$49	(90)	$938	(90)
6,809 - 5,843	436	(97)	338	(97)	61	(97)	830	(96)
5,842 - 4,958	355	(97)	368	(97)	58	(97)	781	(97)
4,957 - 2,101	261	(99)	418	(99)	91	(97)	770	(97)

*Source: Southwestern School Study Spring 1972 Survey of Districts

Table 3-36. PEARSONIAN CORRELATIONS BETWEEN PERCENT MEXICAN AMERICANS ENROLLED, AVERAGE DISTRICT INCOME AND MEASURES OF DISTRICT RESOURCES, FOR 1969 DISTRICTS AND 1972 DISTRICTS*

District Resources	Percent Mexican American Enrolled	(N)	Mean Income of District in 1966	(N)
1969 Districts				
Assessed Valuation Per Pupil	-.12	(530)	.26	(504)
Total Expenditures Per Pupil	-.19	(530)	.19	(504)
Expenditures Per Pupil less Federal Aid	-.29	(530)	.28	(504)
Pupils Per Teacher	-.07	(537)	.03	(509)
1972 Districts				
Local Revenue Per Pupil	-.26	(419)	.30	(398)
State Revenue Per Pupil	.07	(419)	-.17	(398)
Federal Revenue Per Pupil	.21	(419)	-.16	(398)
Total District Revenue	-.18	(398)	.20	(380)
Elementary Expenditures Per Pupil	-.16	(241)	.31	(227)
Secondary Expenditures Per Pupil	-.29	(172)	.35	(168)
Expenditures Per Pupil, All Levels	-.20	(398)	.29	(382)
Median Teacher Salary	-.37	(413)	.34	(396)
Education of Superintendent	-.12	(414)	.11	(401)
Percent Teachers with MA	-.19	(415)	.11	(396)
Average Income	-.31	(412)		
Pupils Per Teacher	-.10	(415)	.03	(408)

*Source: 1969 Districts: USCCR Spring 1969 Survey of Schools in Districts of 10 Percent or More Mexican Americans Enrolled

1972 Districts: Southwestern Schools Study Spring 1972 Survey of Districts percent Mexican Americans enrolled are approximately of the same magnitude as those with average district income, with a few minor exceptions. In the 1969 school district survey, assessed valuation per pupil is more highly correlated with average district income (.26) than with percent Mexican Americans enrolled (-.12). In the 1972 survey of districts, the various measures of quality of educational resources are slightly more highly correlated with average district income than with percent Mexican Americans enrolled. Teachers' salaries and percent of teachers with master's degrees, however, are exceptions to this general pattern. Average teacher salary is correlated to about the same extent with percent Mexican Americans enrolled as with average income of district residents. Percentage of teachers with master's degrees is more strongly correlated with percent Mexican Americans enrolled than with average income of district. In both the 1969 and 1972 surveys, number of pupils per teacher was poorly correlated with percent Mexican Americans enrolled and average district income.

The findings on inequalities based on wealth do not agree with the majority opinion of the Supreme Court voiced by Justice William Powell in the Rodriquez decision (U.S. Supreme Court, 1973). Powell indicated that there was no evidence of discrimination against the poor as a class, and therefore the fourteenth amendment of the U.S. Constitution could not be invoked to protect the right of the poor to equal educational resources, even if that right were explicitly granted in the Constitution. The results of our research indicate that children from low income families are receiving less in quantity of educational revenue per pupil and in quality of educational services than children from high income families.

Contrary to the Supreme Court's opinion, low income persons are more likely to be located in districts with lower property values than are high income persons. A summary of the relationships are shown in Table 3-37.[4] When districts of 10 percent or more Mexican American pupil enrollments in the Southwest are divided into quartiles according to the assessed valuation of taxable property per pupil, property valuation is found to be directly related to mean family income and inversely related to percent Mexican American pupils enrolled. Furthermore, persons in poorer districts must pay higher tax rates to raise less revenue. The unequal result of this system of funding school districts can be seen in the last column of the table where district expenditures per pupil (less federal aid) are directly related to the wealth of the district as measured by assessed valuation of taxable property. The data presented are only indicative of what may be even greater inequalities if a better measure of district wealth were available and if districts of less than 10 percent Chicano pupils were examined.

Table 3-37. SCHOOL DISTRICT FINANCE CHARACTERISTICS BY QUARTILES OF ASSESSED VALUATION PER PUPIL, FOR DISTRICTS OF 10 PERCENT OR MORE MEXICAN AMERICANS ENROLLED, THE SOUTHWEST*

Assessed Valuation of Taxable Property Per Pupil, 1967-68	(Number) of Districts)	Mean Family Income 1966 Before Taxes	Percent Mexican American Pupils Fall 1968	Tax Rate on $100 Assessed Valuation, 1967-68	P.P.E. from State and Local Revenues, 1967-68
$80,588 - 18,000	(133)	$6,610	29.6	$1.91	$738
$17,999 - 11,216	(133)	5,811	30.5	2.36	564
$11,215 - 7,182	(132)	5,506	36.2	2.69	532
$ 7,181 - Below	(132)	5,357	39.3	3.55	494

*Source: Assessed Valuation, Tax Rate, and PPE: USCCR Spring 1969 Survey of Districts
Percent Mexican American Pupils: HEW Fall 1968 Title VI Survey of Districts
Mean Family Income: NEFP, Personal Income by School Districts, 1971

REFERENCES FOR CHAPTER 3

Ashmore, Harry S.
1954 The Negroes and the Schools. Chapel Hill, N.C.: University of North Carolina Press.

Bowles, Samuel and Henry M. Levin
1968 "The Determinants of Scholastic Achievement--An Appraisal of Some Recent Evidence," The Journal of Human Resources 3 (Winter): 1-24.

Campbell, Ernest Q.
1969 "Negroes, Education, and the Southern States," Social Forces 47 (March): 255-256.

Coleman, James S.
1966 "Equal Schools or Equal Students?" The Public Interest 4 (Summer): 73-74.

1969 "The Concept of Equal Educational Opportunity," Pp. 9-24 in Harvard Educational Review (ed.), Equal Educational Opportunity. Cambridge, Mass.: Harvard University Press.

Conant, James B.
1961 Slums and Suburbs. New York: McGraw-Hill.

DuBois, W.E.B.
1970 "The Negro Common School in Georgia," Pp. 109-145 in Meyer Weinberg (ed.), W.E.B. DuBois: A Reader. N.Y.: Harper and Row.

Dyer, Henry S.
1969 "School Factors and Equal Educational Opportunity," Pp. 41-59 in Harvard Educational Review (ed.), Equal Educational Opportunity. Cambridge, Mass.: Harvard University Press.

Grebler, Leo, Joan W. Moore, and Ralph C. Guzman
1970 The Mexican American People: The Nation's Second Largest Minority. New York: The Free Press.

Guthrie, James B., et. al.
1971 Schools and Inequality. Cambridge, Mass.: The MIT Press.

Hansen, Charles E.
1969 "Central City and Suburb: A Study of Educational Opportunity," Unpublished doctoral dissertation, University of California, Berkeley.

Harrison, Forrest W. and Eugene P. McLoone
1965 Profiles in School Support: A Decennial Overview. Washington, D.C.: U.S. Government Printing Office.

Jencks, Christopher
1972 Inequality: A Reassessment of the Effect of Family and Schooling in America. N.Y.: Basic Books.

Katzman, Martin T.
1968 "Distribution and Production in a Big City Elementary School System." Yale Economic Essays (Spring): 201-256.

Owen, John D.
1972 "The Distribution of Educational Resources in Large American Cities," The Journal of Human Resources 7 (Winter): 26-38.

Raymond, Richard
1968 "Determinants of the Quality of Primary and Secondary Public Education in West Virginia," The Journal of Human Resources 3 (Fall): 450-470.

Sexton, Patricia Cayo
1961 Education and Income: Inequalities in Our Public Schools. N.Y.: The Viking Press.

School Management
1966 "The Cost of Education Index," (January): 110-187.

Thornblad, Eric C.
1966 "The Fiscal Impact of a High Concentration of Low Income Families Upon the Public Schools." Unpublished doctoral dissertation, Urbana: The University of Illinois.

Thomas, J. Alan
1968 School Finance and Educational Opportunity in Michigan. Lansing, Michigan: Michigan Department of Education.

U.S. Commission on Civil Rights
1972 Mexican American Education in Texas: A Function of Wealth. Report IV: Mexican American Education Study, August, Washington, D.C.: U.S. Government Printing Office.

U.S. Department of Health, Education and Welfare
1971 Digest of Educational Statistics, 1971 Edition. Washington, D.C.: U.S. Government Printing Office.

U.S. Supreme Court
1973 "San Antonio Independent School District, et. al., v. Demetrio P. Rodriguez, et. al.," 41 U.S. Law Week (March 21): 4407-4450.

FOOTNOTES FOR CHAPTER 3

1. This is not a valid criticism of the results presented in this table since the table is not appropriate for demonstrating the relationship between expenditures per pupil and percent minority pupils. In order to examine such a relationship, the districts would need to be grouped according to one of the variables to be related. Districts in table 3-4 are grouped according to market value per pupil.

2. In this table and those in which state is controlled, data are presented for California and Texas only. The rationale for this is that these states have larger numbers of districts whereas the other three Southwestern states have too few districts to adequately conduct a three-variable analysis. Furthermore, Texas and California are at oppostie extremes with respect to many characteristics and a comparison of these two states would be sufficient for isolating differences among states.

3. The zero-order correlation between percent Spanish-Surname enrolled in 1972 and mean income of district residents in 1966 was .3.

4. This table attempts to reconstruct the variables included in table 3-4 above, the findings presented by Professor Burke of Syracuse University in the Rodriguez case. Burke's results were declared to be insufficient evidence of discrimination against a class of "poor" people since the relationship between district wealth and average district income was not a consistent one for all categories in the table. The results of the USCCR 1969 survey of districts in the Southwest, however, show a consistent relationship.

CHAPTER 4 SUPERINTENDENTS' VIEWS

As stated at the outset, the issue of changing schools in American society to meet more adequately the needs of Mexican-American students is a complex one. The complexity and magnitude of the change task requires careful and systematic appraisal of the principal dimensions of the educational terrain. One of the most difficult research problems involves studying what can be termed the school organization's normative and attitudinal set toward the perceived influence of a culturally different background and life style on a student's success in school. School superintendents, in their capacities as principal decision-makers, reflect perhaps better than any other representative of the organization the system's normative and attitudinal set toward Mexican-American students in school. Thus, the views or philosophical positions held by superintendents in the area of Mexican-American Education becomes an important dimension to be analyzed in determining educational inequalities in public education.

Part II of the Southwestern Schools Study mailed questionnaire (Appendix E) focuses on the views held by superintendents of Chicano students and their culture. Again, the research focus is shifted away from the Chicano students to the educational systems, in this chapter the philosophical positions held by superintendents and the relationship of these views to selected controversial issues are analyzed.

In order to identify the ideological perspectives of superintendents, it was necessary first to develop a classification scheme which identified their different views. The emphasis was on superintendents' views of Chicano students and their culture. Once these views were classified the educational approaches and programs were constructed which seemed logically to flow from those views. And finally the interrelationship among views, educational programs, and preferred approaches for the formulation of educational policy toward Mexican-Americans was examined.

TYPOLOGY OF EDUCATORS' VIEWS

A basic assumption in our analysis is that the superintendent's evaluation of the lifestyles that Chicano students bring with them to school is a crucial factor in determining ultimately the educational programs adopted for educating the culturally different. Two basic controversies can be identified in the educational and social literature on Chicano lifestyles. The first concerns the consequences of Chicano lifestyles and whether these are viewed as functional or dysfunctional for the Chicano. Or, to put it differently, Mexican-American student affiliation with culture and group can be viewed as having primarily a positive or a negative effect relative to the educational goals set for students of the school. The second controversy centers on whether the chief causes of Chicano lifestyles are seen as internal or external to his ethnic group. Factors internal to the group may be considered to be either genetic or cultural characteristics. External factors are those social and economic circumstances which are imposed on the ethnic group by virtue of subcultural "class" or "caste" position in society.

By juxtaposing the distinction between internal and external determinants of Chicano student lifestyles with the dichotomy between positive and negative consequences of these life styles, a four-fold scheme is obtained for classifying educators' perspectives on the Chicano student. (See Figure 4-1) Behind each view is a philosophical position value-laden with a set of assumptions about "what ought to be." Each view represents a different approach to the education of the Chicano student and different educational programs follow logically from these various approaches. The educational approaches flowing from these four views are outlined in Figure 4-2.

Before going on to elaborate the various approaches to the education of the Chicano student, a few comments are in order concerning the nature of typologies. Typologies tend to oversimplify and dichotomize where distinctions in reality are not so clear-cut. A more valid picture might be given if the two dimensions were treated as continua along which educators might be located in their views of Chicano student lifestyles. Furthermore, typologies seldom produce complete classifications. It should be recognized that lifestyles have multiple determinants and multiple consequences. Chicano lifestyles are influenced both by forces from within such as the family and group culture and by external forces such as the restraints of the educational and economic systems. Likewise, the consequences of Chicano lifestyles may be seen as both functional for survival in a lower-class milieu and dysfunctional for achievement in the

Figure 4-1. CLASSIFICATION OF EDUCATORS' VIEWS OF CHICANO STUDENT LIFE STYLES ACCORDING TO THEIR PERCEIVED CAUSES AND CONSEQUENCES

Consequences of Chicano student life styles are seen as chiefly:

Causes of Chicano student life styles are chiefly:

	positive	negative
Internal	(1) Chicano student life styles constitute a distinct culture which provides a satisfying way of life. Chicano students seen as "NOBLE POOR"	(2) Chicano student life styles constitute a distinct subculture which perpetuates deficiencies along generational lines. Chicano students seen as "PATHOLOGICAL"
External	(3) Chicano student life styles are functional adaptations to external restraints imposed by the larger society. Chicano students seen as "COPERS"	(4) Chicano student life styles are dysfunctional responses to external restraints imposed by the larger society. Chicano students seen as "THE OPPRESSED"

Source: Adapted from: Brischetto, 1971: 3.

Figure 4-2. CLASSIFICATION OF APPROACHES TO THE EDUCATION OF CHICANOS ACCORDING TO THE PERCEIVED DETERMINANTS AND CONSEQUENCES OF CHICANO STUDENT LIFE STYLES

Consequences of Chicano Student Life Styles seen as Chiefly:

Causes of Chicano Life Styles are seen as chiefly:

	positive	negative
internal	(A) Educational system which views Chicano students as "NOBLE POOR" Goals: Promotion, enhancement, and glorification of Mexican and Chicano culture and life styles. Means: Separatist strategies designed to secure community control of education. Only Chicanos can shape valid educational programs for Chicanos. Separate schools with Spanish as the primary language.	(B) Educational system which views Chicano students as "PATHOLOGICAL" Goals: Elimination of the cultural deficiencies brought from home and peer group by the Chicano student and inculcation of middle-class values of the majority culture. Means: Compensatory education designed to overcome cultural deprivation.
external	(C) Education system which views Chicano students as "COPERS" Goals: The development of a society based on cultural pluralism. The Educational system should be restructured to provide programs which: (1)provide the basic knowledge, skills, and political awareness to adequately (2)promote constant institutional changes designed to improve the opportunity structure. Means: Bi-lingual/bi-cultural education for all students which recognizes the functional aspects of both cultures and which equips students to deal with the societal institutions while working to change them.	(D) Educational system which views Chicano students as "THE OPPRESSED" Goals: Complete restructuring of the educational system along with the political and economic system to equalize wealth and power in society. Means: Development of programs which reinstate the worth of the Chicano culture and overcome their condition of internal colonialism. Education must be organized to liberate Chicanos from their oppressed conditions. Basic changes in the economic and political systems must also be made since these affect the educational system.

Source: adapted from Arciniega, 1971 b

wider society. Hence, it may be that the most realistic view of Chicano lifestyles is a mixed view which considers both internal and external causes and positive and negative consequences. Recognizing these limitations, the scheme should be seen as an oversimplified attempt to identify extreme positions which can serve as guidelines for evaluating various approaches and for shaping alternatives. Thus, the purpose of the typology was simply to develop a framework for organizing discussion and thought about the alternative approaches to the education of Mexican-Americans and the implications of key relationships among positions (cell views), ongoing programs and practices, and key current issues in public education.

CELL I: CHICANOS AS NOBLE POOR

Conceptual View

Those who ascribe to this view contend that Chicano lifestyles constitute a distinct culture which provides a satisfying way of life for its members. Chicanos are seen as having a culture which is superior in many ways and must be preserved. This view is found in the writings of cultural relativists who point out the inherent value of minority group lifestyles.

Chicano writers, particularly, have made a concerted effort recently to shift the predominant emphasis away from a "Cultural Deprivation" position toward a more positive view of Chicano culture and group life. In these writings, the positive aspects of Chicano lifestyles have often been made to look especially attractive when contrasted with the negative aspects of the dominant Anglo culture. Nathan Murillo, for example, describes the socio-culture values of Chicano family members as the result of personality styles which contrast sharply with certain deficient Anglo lifestyles. Anglos "live in a future-time orientation" whereas Chicanos "are not likely to be locked into the clock" but instead "experience life more completely as it occurs" (Murillo, 1970: 7-8).

This positive view of Chicano lifestyles is also found in certain aspects of the movement toward cultural nationalism. In the first Chicano Liberation Conference held in Denver in 1969, a position paper was issued, entitled "El Plan Espiritual de Aztlan," which articulates well this position: "Our cultural values of life, family, and home will serve as powerful weapons to defeat the Gringo dollar-value system and encourage the process of love and brotherhood" (Anonymous, 1969: 22).

Educational Approach

The type of educational approach that follows from this view is based on the goals of promoting Chicano and Mexicano cultural traditions. Spanish is the primary language in this type of school system. Non-Spanish speakers are provided with Spanish as a Second Language program to help them overcome their deficiency. Educational programs are geared to emphasizing the cultural and historical contributions of the Chicano in U. S. society. Neighborhood schools would be promoted and segregation sanctioned as long as it involved true community control of schools. Alternative school systems funded, staffed, and controlled by Chicanos for Chicanos would be an acceptable alternative to the present public school system under this approach. Colegio Jacinto Trevino, a graduate school for Chicanos, in Mercedes, Texas is an example of such an alternative. The Crusade for Justice Schools organized by Corky Gonzalez in Denver, Colorado is another example of this type of school.

CELL 2: CHICANO STUDENTS AS "PATHOLOGICAL"

Conceptual View

According to this perspective, Chicano lifestyles are seen as "pathological" in that they handicap the student's learning process. The source of this handicap may be viewed as genetic or cultural. Vaca, in his very extensive review of the social science literature on the Mexican-American, refers to these two pejorative models as biological determinism and cultural determinism (Vaca, 1970a, b). The biological determinism model has been replaced by the social science and compensatory education literature. Chicano students' poor performance in school and I.Q. tests, instead of being attributed to innate biological inferiority of their group, is the result of cultural characteristics learned at home and among peers. Nowhere is the "pathological" view of Chicano culture more apparent than in the literature dealing with the Chicano family. Celia Heller's work on Mexican-American Youth is typical of this literature depicting deficient socialization in the Chicano home environment:

> The kind of socialization the Mexican-American children receive at home is not conducive to the development of the capacities needed for advancement in a dynamic industrialized society. This type of upbringing creates stumbling blocks to future advancement by stressing values that hinder mobility.-- family ties, honor, masculinity, and living in the present -- and by neglecting the values that are conducive to it -- achievement, independence, and deferred gratification (1966: 34-35).

In similar fashion, social scientists have conveniently dichotomized Chicano and Anglo value system. Saunders (1954), Edmonson (1957), Ulibarri (1960), Madsen (1964), Zintz (1969), to mention only a few, all suggest that it is the traditional value system of the Mexican American which is the chief impediment to academic achievement and success in school.

Educational Approach

The task of the school, viewed from this perspective, is to eliminate the cultural deficiencies that the Chicano pupil brings from home. The overriding concern of public education is to assist Chicanos and other minority group members to learn and incorporate, through education, the middle-class values of the dominant group. Compensatory education programs become the major vehicles for effecting changes in the minority student. Bilingual education and English as a Second Language programs thus would be offered to assist the Chicano student to learn and use English which is the primary language of the school and the dominant society. Other compensatory education programs such as early childhood education, basic skills development, parent education, remedial reading, etc., likewise would need to be offered to help the child overcome the negative effects of his low economic status, linguistic difference, home, family, and cultural background.

These first two cells have represented views of a Chicano subculture with internal mechanisms maintaining certain characteristic lifestyles, viewed positively from one perspective and negatively from the other. The next two cells examine those views of Chicano lifestyles seen as primarily responses to conditions imposed by virtue of this minority group's position in the larger society. Chicanos as a minority group generally occupy a subordinate class position vis-a-vis the dominant group. They are further stigmatized by the larger society because of certain ascribed characteristics and thus may be said in a broad sense to share a common caste position. Cells 3 and 4 view Chicano lifestyles as chiefly the product of various external restraints imposed by virtue of their location in the class and caste systems of American society.

CELL 3: CHICANO STUDENTS AS "COPERS"

Conceptual View

This view holds that Chicano student lifestyles are functional adaptations to primarily external constraints. Culture, from this perspective, is seen as dynamic and adaptive. Chicano culture is the result of generally successful attempts by Chicanos to cope with certain structural and environmental conditions. Arciniega, in his examination of the urban Mexican-American, views Mexican-American lifestyles as functional adaptations to the opportunity structure of the total societal system and as directly attributable to minority status (1971a). The group's failures as well as its strengths can be seen as the result of attempts to cope with the institutions of the larger society. Mexican-American culture is viewed as inherently capable of developing even more positive adaptations to societal institutions as positive changes occur in these institutions.

This view of Chicanos as "copers" is implicit in Romano's notion of an "historical culture" which results from an "historical confrontation with life" (1968: 25). Romano rejects the pejorative stereotype of a monolithic "traditional culture" in favor of "a more realistic concept of multiple histories and philosophies" that develop out of different situations within which Chicanos carve their histories (1969: 41). Such a pluralistic view of Chicano culture recognizes that "people of Mexican descent have adjusted to life in the United States in many different ways" (1969: 42). Examples of this perspective are not easy to find in the educational and social science literature. There is, however, a growing body of literature by Chicano academicians on cultural pluralism that can be said to be consistent with this view (Aragon, 1971; Arciniega, 1971a; Ortego, 1970).

Educational Approach

The educational system which is suggested in accordance with this view of Chicano student lifestyles has as its basic goal the promotion of cultural pluralism. The present public school system should be restructured to provide the Chicano student with the basic knowledge, skills, and political awareness to adequately work within the societal institutions while at the same time to promote constant institutional changes to improve the opportunity structure.

Bicultural schools and a bicultural curriculum are essential basic elements of this type of school system. English and Spanish are utilized as media of instruction in the classrooms with the idea of creating proficiency in both languages. Mexican-American culture is reinforced along with the Anglo cultural system. Both Chicano and Anglo students will complete their schooling knowing both languages and cultural systems. Under this type of educational system, the present public school would be changed to meet the needs of culturally different students. Thus, changing the methods and structure of the school system is seen as a more viable approach to education than changing the child to "fit" the school as it presently exists.

Schools under this educational system are to be representative of the communities they serve in the ratio of Chicano administrators, teachers, and counselors. There will be special emphasis placed on developing schools as microcosms of the "ideal pluralistic society." The assumption is that all students can profit from a bicultural curriculum which begins in the first grade and continues through high school.

CELL 4: CHICANO STUDENTS AS "THE OPPRESSED"

Conceptual View

Whereas in Cell 3 Chicano lifestyles are seen as chiefly adequate adaptations, in Cell 4 they are seen as mainly dysfunctional responses to conditions imposed by the larger society. This view argues that Chicano lifestyles have been largely disrupted by various means of oppression. Present Chicano cultural patterns are considered to be degenerated reflections of a once virile lifestyle which has undergone complete subjugation.

A recent popular version of this view is found in the model of "internal colonialism." Blauner applied this model to the Afro-American, suggesting that "despite the variation in political and social structure" between the classic colony and the black ghetto, "a common process of social oppression" characterizes both (1969: 396). This "colonization complex" involves: (1) forced, involuntary entry; (2) the "colonizing power carries out a policy which constrains, transforms, or destroys indigenous values, orientations, and ways of life;" (3) "an experience of being managed and manipulated by outsiders in terms of ethnic status;" and (4) racism (1969: 396). Moore contends that the case of the Mexican-American more closely approximates classic colonialism than does that of the Afro-American, since Chicanos were originally indigenous to the Southwest and in the majority (1970: 464). The view of the Chicano as a colonized Mexican has appeared frequently in the more recent writings of Chicano social scientists (Barrera, et. al., 1972; Cuellar, 1972) and by those involved in the Chicano movement (Hernandez, 1970). There is even some evidence that the colonial analogy has played an important role in the development of a dominant Chicano ideology (Cuellar, 1972: 8).

Educational Approach

The approach which follows from the view of Chicano students as "the oppressed" is to completely do away with the present educational system because it has been part of an oppressive national structure and to replace it with a system which is based on equality. School systems as they presently exist must be completely restructured and programs developed which reinstate the worth of the Chicano culture along with those of other oppressed groups.

Education must be organized to liberate Chicanos from their internal colonial condition. "Free schools" and alternative institutions are to be encouraged until such time as revolutionary changes can be brought about in the societal institutions. Basic changes in the economic and political systems must also be made in order to more equally distribute wealth and power in society.

THE FINDINGS ON SUPERINTENDENTS' VIEWS

With the four cell framework presented above, it was possible to identify the perspectives that seemed to predominate among superintendents.

Descriptions of ideal-type school systems based on the basic classification scheme were developed. Superintendents were asked to choose the system which most closely approximated their conception of the "ideal" system. They were instructed specifically to choose "ideal" in terms of which best met the educational needs of Mexican American students. (See question 10 of Part II: Southwestern Schools Study Questionnaire in Appendix E.)

Superintendents were also asked to express the opinions on: (1) various programs assigned for disadvantaged and Chicano students (i.e., Head Start, Chicano Studies, Bicultural Education) and (2) current critical issues in public education which were considered relevant to this research (i.e., busing, neighborhood schools, best system of financing public education, etc.).

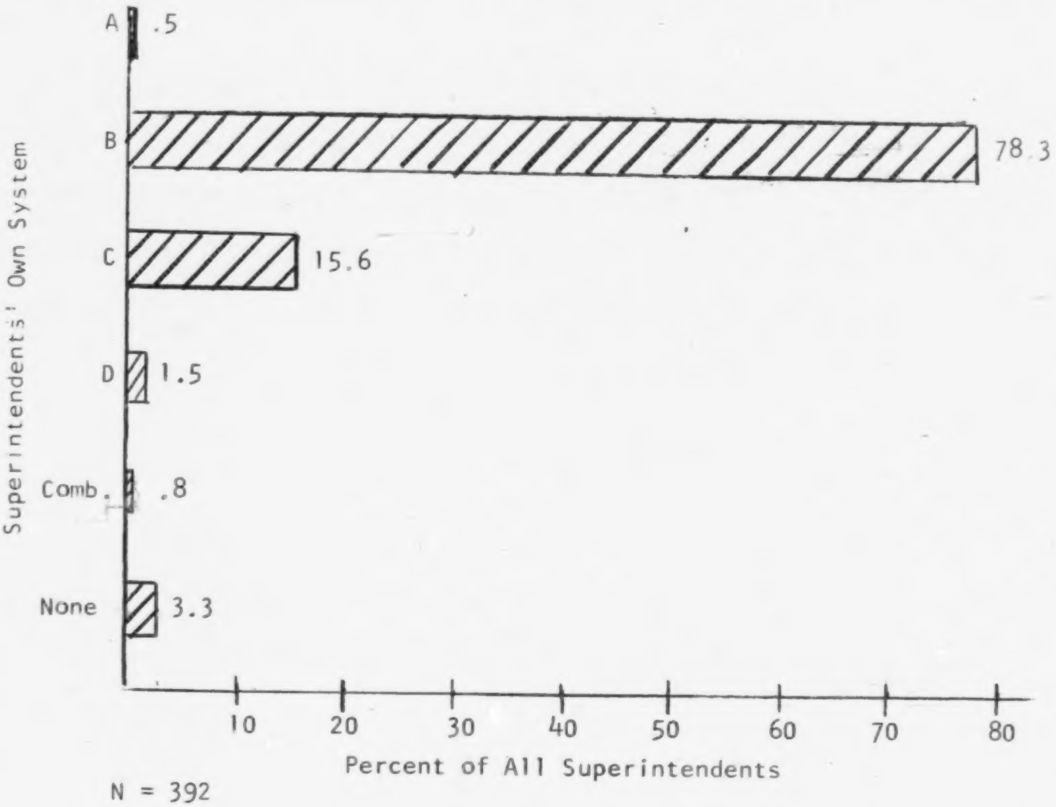
The research intent here was first to determine the breakdown (percentages and numbers) of superintendents choosing the various cell views; secondly, to identify the main positions taken by superintendents on critical issues and their attitudes toward key programs; and lastly, to examine the relationships that might exist among cell view positions, critical issue positions, and program positions.

VIEWS OF THE ACTUAL SCHOOL SYSTEM

Superintendents in the five Southwestern states were asked to classify the actual situation in their own school systems using the base typology in Figure 4-2. Figure 4-3 presents the distribution of the classifications made by the superintendents of their own school systems. As the figure indicates, the Cell 2 and 3 choices account for about 94% of all responses. Seventy-eight percent of the superintendents classified their districts in the Cell 2 or pathological-view category. Approximately sixteen percent (15.6) placed their own systems in the Cell 3 or Copers-view category. Less than one percent (.5) chose Cell 1 and only 1.5 percent classified their systems in Cell 4. In addition, 3.3 percent refused to place their systems and .8 percent insisted on a combination choice.

According to the superintendents' classification of own system, almost 80% of public school systems are operating according to the

Figure 4-3. SUPERINTENDENTS' CLASSIFICATION OF OWN SYSTEM - 1972



N = 392

A = Noble Poor view or cell position

B = Pathological view or cell position

C = Copers view or cell position

D = Oppressed view or cell position

Comb. = Percentage who insisted on combining cell views. (This was not one of the choice categories offered in the question.)

None = Percentage who refused to make a choice. (This was not one of the choice categories offered in the question.)

"pathological" view of Chicano student life styles. Superintendents indicated that the educational goals of school programs for Mexican Americans are based on the need to assist Mexican Americans and other minority groups to learn and incorporate through education the American values and traditions of the majority culture. According to this view, schools must help overcome the negative deprivation effects of pupils' environment (i.e., home, family, low economic status, and culture). Compensatory education programs are considered important because they help Chicano students overcome language and other handicaps.

Only 15.6 percent of the superintendents indicated that their school system goals were based on the need to develop schools which promote cultural pluralism. This was the view which provided for the use of both Spanish and English as interchangeable media of instruction in all classrooms.

Table 4-1 presents the distribution of "own system" responses by state. (See Table 4-1) No fewer than three-fourths of the superintendents of any state classified their own districts as operating according to the view which describes Chicano student lifestyles as "pathological". However, slightly more districts in California are classified as consistent with the "Copers" view than in Texas, Colorado, and Arizona.

VIEWS ON THE IDEAL SCHOOL SYSTEM

Superintendents were also asked to choose their ideal system using the base typology. (See question 10, Part II, of questionnaire, Appendix E.) They were specifically requested to determine "ideal" in

Table 4-1. SUPERINTENDENTS' CLASSIFICATION OF OWN SYSTEM BY STATE - 1972
(Figures in Percentages)

State	Actual System*		
	Pathological (B)	Copers (C)	Total- (N)
Arizona	87.0	13.0	100.0 (23)
California	78.2	21.8	100.0 (156)
Colorado	89.3	10.7	100.0 (28)
New Mexico	75.0	25.0	100.0 (28)
Texas	89.4	10.6	100.0 (132)

$X^2 = 8.80$, df = 4, D = .0664

Actual System:

B = Pathological view or cell position (See Figure 6-2)

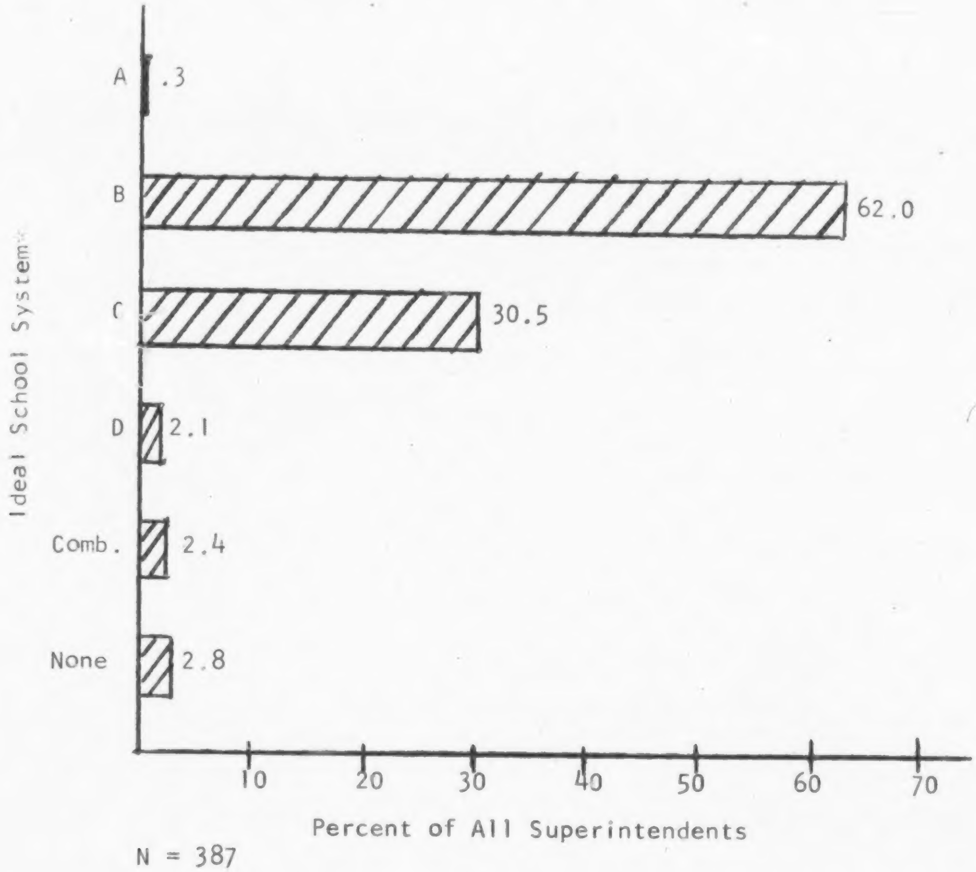
C = Copers view or cell position (See Figure 6-2) terms of which system best met the educational needs of Mexican American students.

Figure 4-4 presents the distribution of superintendents' choices of ideal school systems. In choosing their ideal system it is significant to note that 30.5 percent indicated the Cell 3 or copers-view position. There were fully twice as many who chose the copers-view position as their "ideal" choice as had indicated a copers view or "own" system choice. Sixty-two percent chose the pathological view as their ideal choice. This represents a drop of 16.3 percent from the pathological choices of "own" system view.

By comparing superintendents' choices of ideal systems with the classifications of their own school districts, the direction of the shift in positions from actual to ideal position can be discerned. (See Table 4-2) Approximately 21 percent of those who classified their own systems according to the pathological view shifted to the copers view as their choice of ideal system. Only 7 percent of those who classified their school system according to the copers view shifted to the pathological view as their choice of ideal system. Ninety-one percent of those who classified their system in the copers category maintained that choice as their ideal system. The shifts in the other categories were minimal.

In addition to the ideal and own system choices of cell positions, a set of questions describing the positions in the typology were asked in order to corroborate the findings. Two question scales were developed to measure the extent of agreement with each of the ideal type school systems. Scores on these scales were compared to superintendents' choices

Figure 4-4. SUPERINTENDENTS' CHOICES OF IDEAL SCHOOL SYSTEM - 1972



N = 387

*Ideal System:

A = Noble Poor view or cell position

B = Pathological view or cell position

C = Copers view or cell position

D = Oppressed view or cell position

Comb. = Percentage who insisted on combining cell views. (This was not one of the choice categories offered in the question.)

None = Percentage who refused to make a choice. (This was not one of the choice categories offered in the question.)

Table 4-2. COMPARISON OF SUPERINTENDENTS' CHOICE OF IDEAL SYSTEM WITH ACTUAL SYSTEM - 1972
(Figures in Percentages)

Ideal System*	Actual System*			
	A	B	C	D
A	100.0	0	0	0
B	0	78.7	7.3	0
C	0	20.9	90.9	0
D	0	.4	1.8	100.0
Total (N)	100.0 (1)	100.0 (277)	100.0 (55)	100.0 (5)

* A = Noble Poor View

B = Pathological View

C = Copers View

D = The Oppressed View

of ideal systems. As data presented below indicates, high positive correlations were found when comparisons were made between scores on these scales and superintendents' choices of ideal school system.

Table 4-3 presents the comparison of superintendents' scores on the pathological index with their choices of ideal school system. Of the superintendents who chose the pathological view as their ideal choice of school system, 54.2 percent scored high on the pathological index; 35.6 percent scored moderate and only 10.2 percent scored low. On the other hand, of the superintendents who chose the copers position as their ideal choice of school system, only 14.4 percent scored high on the pathological index and 50.0 percent scored low.

Table 4-4 presents the comparison of superintendents' scores on the copers index with their choice of ideal school system. Of the superintendents who chose the copers view as their ideal choice of school system, 56.8 percent scored high on the copers index, 31.4 percent scored moderate, and 11.9 percent scored low. On the other hand, of the superintendents who chose the pathological position as their ideal choice of school system, only 21.8 percent scored high on the copers index and 40.2 percent scored low.

These high correlations provide some confidence as to the internal validity of the basic scheme describing the different types of school systems, especially with respect to the distinction between the systems representing the pathological and the copers views.

As the data indicate in Table 4-5, Texas and Arizona have the highest percentage of superintendents who chose the pathological position

Table 4-3. PATHOLOGICAL SCORE BY CHOICE OF IDEAL SCHOOL SYSTEM-1972
(Figures in Percentages)

Ideal System*	Pathological Score			
	High (2-5)	Moderate (6-8)	Low (9-14)	Total (N)
B	54.2	35.6	10.2	100.0 (236)
C	14.4	35.6	50.0	100.0 (118)

$X^2 = 83.70$, df = 2, P = .0000

*Ideal System:

B = Pathological View or cell position

C = Copers View or cell position

Table 4-4. COPERS SCORE BY CHOICE OF IDEAL SCHOOL SYSTEM - 1972
(Figures in Percentages)

Ideal System*	Copers Score			
	High (2-5)	Moderate (6-8)	Low (9-14)	Total (N)
B	21.8	38.1	40.2	100.1 (239)
C	56.8	31.4	11.9	100.1 (118)

$X^2 = 50.60$, df = 2, P = .0000

*Ideal System:

B = Pathological view or cell position

C = Copers View or cell position

Table 4-5. SUPERINTNEDENTS' CHOICE OF IDEAL SYSTEM BY STATE - 1972
(Figures in Percentages)

State	Ideal System*		Total (N)
	B	C	
Arizona	75.0	25.0	100.0 (20)
California	51.2	48.8	100.0 (166)
Colorado	73.1	26.9	100.0 (26)
New Mexico	70.8	29.2	100.0 (24)
Texas	85.1	14.9	100.0 (121)

$X^2 = 37.85$, df = 4, P = .0000

*Ideal System:

B = Pathological view or cell position

C = Copers view or cell position

as their ideal choice of school system. California had the lowest percentage of superintendents who chose the pathological view as their ideal choice of school system.

In examining the copers position selections by state, California shows the highest percentage of superintendents choosing the copers view with 49 percent, and Texas the lowest with 14.9 percent.

Table 4-6 compares the superintendents' choice of ideal system with the size of their town, city or incorporated area. The data indicates that fully 80 percent of the superintendents from towns of 5,000 or less chose the pathological view as their choice of ideal system. The percentage of superintendents choosing the pathological view declined as the size of population area increased.

Conversely, the percentage of superintendents choosing the copers view increased as the size of population area increased. The larger the population area, the higher the percentage of superintendents who chose the copers view as their choice of ideal system. Thus, superintendents of larger systems were more likely to choose the copers ideal position and superintendents of smaller systems were more likely to choose the pathological ideal position.

Table 4-7 compares the superintendents' choices of ideal system with ethnicity of superintendent. The data seem to indicate that Spanish surnamed superintendents were slightly more likely to choose the copers position as their choice of ideal system than their Anglo counterparts. This difference, however, was not a large one.

Table 4-8 compares superintendents' choice of ideal system with

Table 4-6. CHOICE OF IDEAL SYSTEM BY SIZE OF TOWN, CITY OR INCORPORATIVE AREA - 1972
(Figures in Percentages)

Ideal System*	Size of District Locale		
	Less than 5,000	5,000-49,999	50,000 or more
B	80.4	63.4	55.2
C	19.6	36.6	44.8
Total (N)	100.0 (112)	100.0 (175)	100.0 (67)

*Ideal System:

B = Pathological view or cell position

C = Copers view or cell position

Table 4-7. CHOICE OF IDEAL SCHOOL SYSTEM BY ETHNICITY OF SCHOOL SUPERINTENDENTS - 1972
(Figures in Percentages)

Ideal System*	Ethnicity of Superintendent	
	Mexican - American	Anglo
B	50.0	68.0
C	50.0	32.0
Total	100.0	100.0
(N)	(20)	(331)

$X^2 = 2.00$, df = 1, P - .1571

*Ideal System:

B = Pathological View or cell position

C = Copers View or cell position

Table 4-8. CHOICE OF IDEAL SYSTEM BY HIGHEST DEGREE OBTAINED - 1977
(Figures in Percentages)

Ideal System*	Superintendent's Highest Degree		
	Bachelor's	Master's	Doctorate
B	41.2	75.3	49.4
C	58.8	24.7	50.6
Total	100.0	100.0	100.0
(N)	(17)	(247)	(89)

$x^2 = 25.30$, df = 2, P = .0000

*Ideal System:

B = Pathological view or cell position

C = Copers view or cell position

the educational level of superintendent. This was a difficult table to interpret. The data indicate that superintendents possessing doctorates and bachelor's degrees were more likely to choose the copers position than were those with Master's degrees. The small numbers of superintendents with bachelor's degrees should be noted. When comparing only Master's and Doctorate type superintendents, the superintendents with doctorates were decidedly more likely to choose the copers position than their Master's degree counterparts.

Table 4-9 compares superintendents' choice of ideal system with the income level of superintendents. The data indicate that the higher the annual salary of the superintendent the more likely that he would choose the copers position as his choice of ideal system.

Table 4-10 presents the relationship between superintendent's choice of ideal school system and the district's per pupil expenditure. Superintendents taking the copers view were from districts with higher per pupil expenditures than superintendents taking the pathological-view position. This was consistent with the other characteristics of districts related to superintendent's choice of ideal school system.

If a bilingual-bicultural system is in fact the type of school system which would benefit Mexican American pupils most, then one might expect that superintendents selecting such a system as ideal would be from districts with higher percentage Spanish-surname enrollments. This was not found to be the case. In fact, Table 4-11 indicates that the opposite might be true. Superintendents choosing school system B as their ideal system have a slightly higher proportion (33.5 percent) of

3

Table 4-9. CHOICE OF IDEAL SYSTEM BY ANNUAL SALARY - 1972
(Figures in Percentages)

Ideal System*	Superintendent's Annual Salary		
	Less than $20,000	$20,000-$24,999	$25,000 or more
B	83.1	66.7	45.4
C	16.9	33.3	54.6
Total (N)	100.0 (136)	100.0 (105)	100.0 (108)

$X^2 = 38.43$, df = 2, P = .0000

*Ideal System:

B = Pathological view or cell position

C = Copers View or cell position

Table 4-10. MEAN PER PUPIL EXPENDITURE BY SUPERINTENDENTS' CHOICE OF IDEAL SCHOOL SYSTEM

Ideal System*	Mean Per Pupil Expenditure
B	$721.17 (N=228)
C	$799.16 (N=113)

*Ideal System:

B = Pathological view or cell position

C = Copers view or cell position

Table 4-11. MEAN PERCENT SPANISH-SURNAME ENROLLMENT BY SUPERINTENDENT'S CHOICE OF IDEAL SCHOOL SYSTEM - 1972
(Figures in Percentages)

Ideal System*	Mean Percent Spanish-Surname Enrollment	
B	33.5%	(N=238)
C	30.8%	(N=114)

*Ideal System:

B = Pathological view or cell position

C = Copers view or cell position

Spanish-surname students enrolled in their school systems than superintendents selecting school system C (30.8 percent).

In sum, while most superintendents selected as their ideal choice the school system consistent with the pathological view, there were distinct differences in the proportion who made this choice based on characteristics of the superintendents and their districts. The superintendents most likely to select school system B had Masters Degrees, with salaries of less than $20,000, in small-town districts with lower per pupil expenditures. Conversely, those superintendents most likely to choose school system C as ideal had doctorates, were making more than $25,000 per year and located in larger-town districts with higher per pupil expenditures. From these findings it might be surmised that the potential for introducing innovative programs in bilingual-bicultural education is greatest in those districts which are more affluent and not in those districts which may need such innovations more.

SUPERINTENDENTS' OPINIONS ON RELATED ISSUES

Having identified the positions of superintendents with respect to the basic conceptual scheme, it was possible to examine superintendents' opinions on a number of related controversial issues germane to the conceptual scheme. The questions asked may be classified according to the types of inequalities identified in Chapter 1, i.e., inequalities in resources, practices, ethnic isolation, and community influence.

Resource Allocation

Superintendents were asked: "In your opinion, which of the following would be the best means of funding school districts?" Their responses are presented in Figure 4-5.

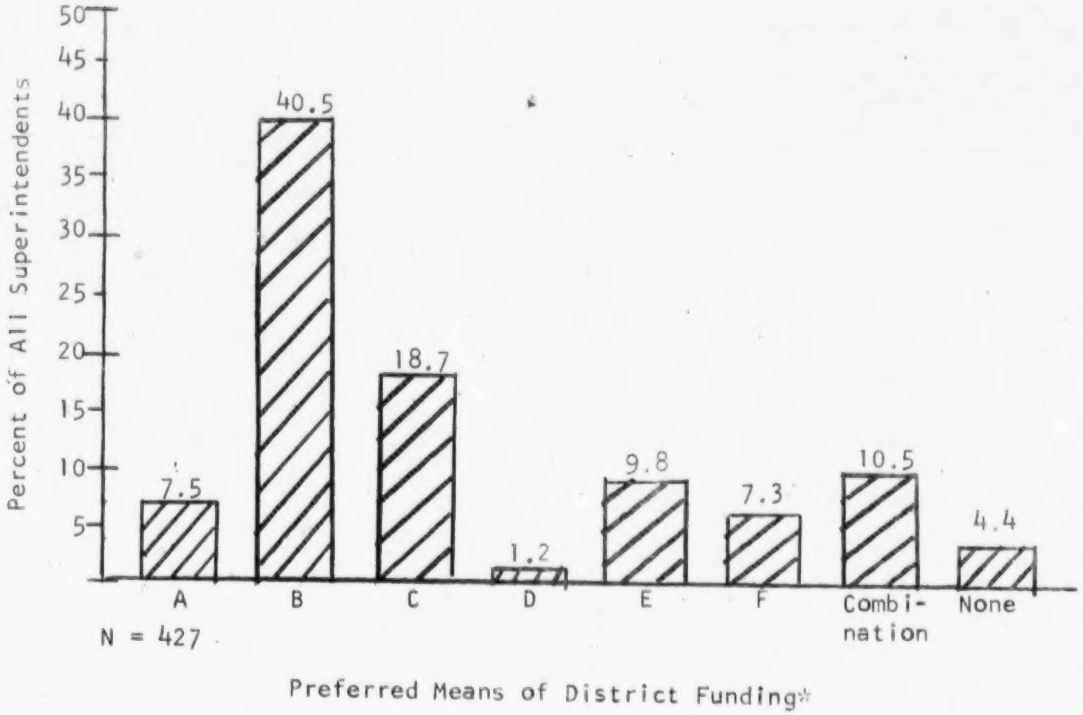
By far the most favored means was by property tax within areas larger than districts (e.g., state wide or county wide property tax). Some 40 percent of all superintendents chose that response. The next most popular means of funding school districts, chosen by 19 percent of the respondents was by a state income tax. Only 7 percent of the superintendents chose the current means of funding school districts, i.e., property taxes within districts. This seems to indicate that superintendents generally favor a change in the present system of school financing in their states.

On the issue of the allocation of educational resources, superintendents were also asked: "Do you believe there is a sound basis in educational policy for giving special programs to culturally different students at extra cost per pupil?" (See Figure 4-6) Three-fourths of the superintendents would favor the allocation of extra funds for special programs designed for culturally different students.

Educational Practices

Very central to the educational practices affecting Mexican Americans is the part that language plays in the curriculum. Superintendents were asked: "Which of the following more nearly describes instruction for Spanish-speaking pupils on the pre-school or elementary level in the district?" The responses are presented in Figure 4-7.

Figure 4-5. SUPERINTENDENTS' CHOICES OF BEST MEANS OF FUNDING SCHOOL DISTRICTS - 1972



A = Property tax within districts

B = Property tax within areas larger than districts

C = State Income Tax

D = Income or payroll tax at local level

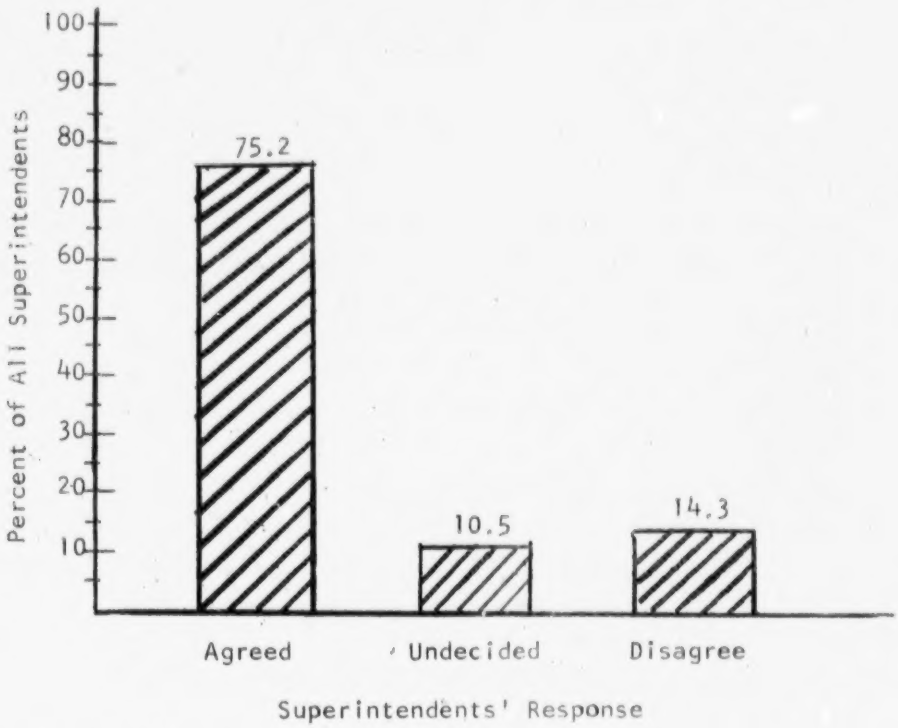
E = Sales or gross receipts tax on the local level

F = Federal income tax increase to pay for education

Combination = Insisted on combined choice. (This was not one of the choice categories offered in the question.)

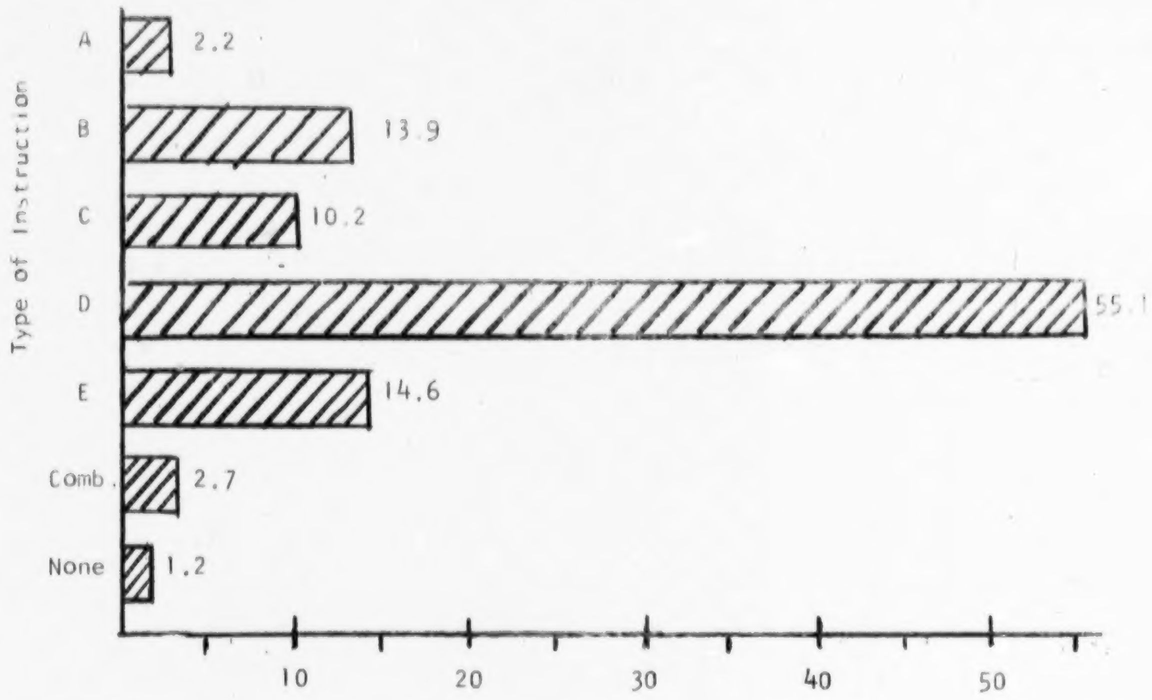
None = Refused to choose any of the alternatives. (This was not one of the choice categories offered in the question.)

Figure 4-6. BELIEVE THERE IS A SOUND BASIS FOR ORGANIZAING SPECIAL PROGRAMS AT EXTRA COST FOR CULTURALLY DIFFERENT PUPILS - 1972 (Figures in Percentages)



N = 428

Figure 4-7. DESCRIPTION OF INSTRUCTION FOR SPANISH SPEAKING [illegible] IN OWN SCHOOL DISTRICT'S ELEMENTARY AND PRE-SCHOOL LEVELS - 1972



N = 403

Percent of All Superintendents

A = Using Spanish as the medium of instruction in most subjects and teaching English as a school subject.

B = Using Spanish and English interchangeably as a medium of instruction to achieve proficiency in both.

C = Using Spanish until a course or program in English as a second language is well underway, then English is gradually introduced for instruction.

D = Using English as the medium of instruction and Spanish only for clarification until students acquire a working knowledge of English themselves.

E = Using English only.

Comb. = Insisted on a combined choice.

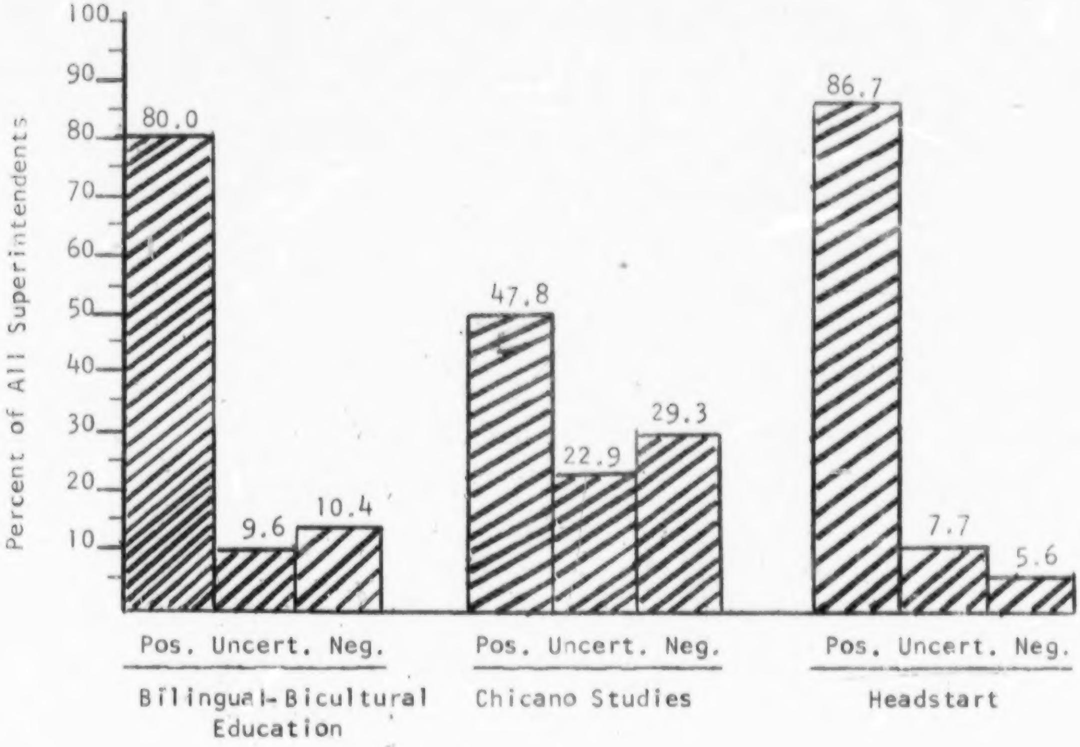
None = Refused to make a choice.

More than half (55 percent) of the superintendents report that their districts use "English as the medium of instruction and Spanish only for clarification until students acquire a working knowledge of English themselves." This sort of practice is consistent with the educational system that would flow from the "Pathological" View of Chicano life styles. The pupil's home language is viewed as a dysfunctional cultural trait which must be remediated by the school system. The practice most consistent with a bilingual-bicultural curriculum (system C) was reported to be operating in very few of the schools systems. Fourteen percent of the superintendents report that their districts are "using Spanish and English interchangeably as a medium of instruction to achieve proficiency in both." These findings are consistent with superintendents' reports of the types of school systems most nearly representing the actual situations in their own districts. (See Figure 4-3)

In spite of the lack of actual implementation of bilingual education, superintendents seemed to indicate they favored such a program. Superintendents were asked, "Give your opinion of the worth, value, and appropriateness of the following programs for meeting the needs of Mexican American students: A. Bilingual-Bicultural Education, B. Chicano Studies, and C. Headstart and other early childhood education programs." Their comments were evaluated as "positive", "negative", or "mixed or uncertain". (See Figure 4-8.)

Of the three programs, Head Start and early childhood education programs were seen as most worthwhile with some 87 percent of the superintendents giving favorable comments about these programs. Almost

Figure 4-8. SUPERINTENDENTS' OPINIONS OF WORTH, VALUE AND APPROPRIATENESS OF KEY PROGRAMS DESIGNED TO MEET THE NEEDS OF MEXICAN AMERICANS - 1972



Number Responding:

Bilingual-Bicultural Education	N = 390
Chicano Studies Programs	N = 376
Headstart Programs	N = 391

as many favorable remarks --80 percent-- were made about bilingual-bicultural education programs. Least favored were Chicano Studies programs. But while 29 percent of the superintendents expressed negative opinions of Chicano Studies, 48 percent were generally positive in their opinions.

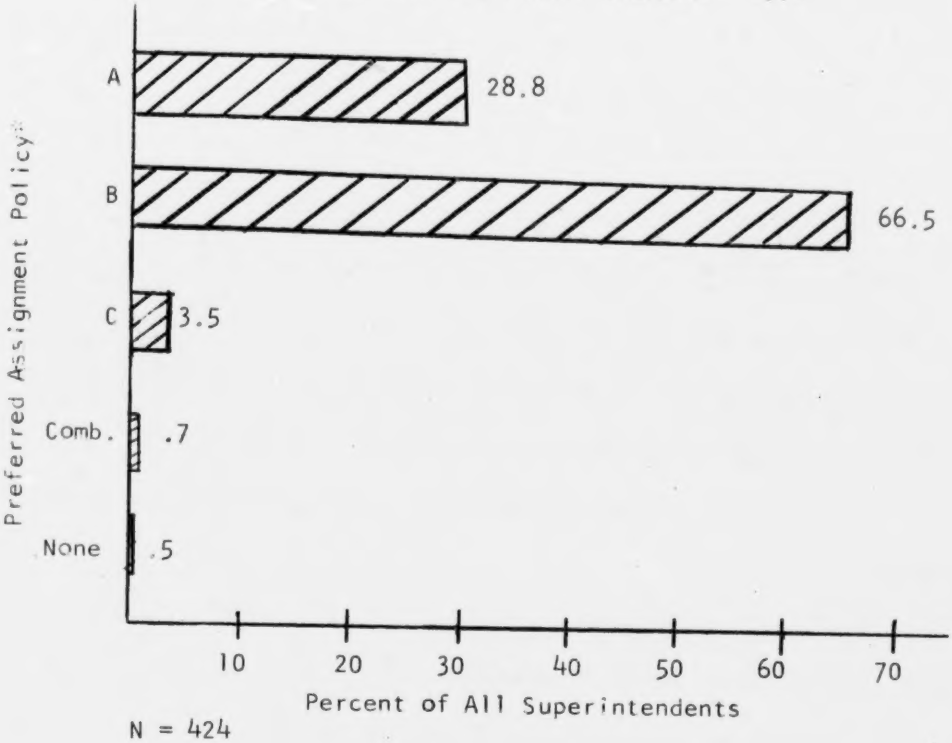
Ethnic Isolation

Superintendents were asked their opinions on maintenance of neighborhood schools in view of the ethnic imbalance that is often created due to de facto residential segregation. The question posed was: "Which of the following policies on neighborhood elementary schools in predominantly Anglo and predominantly Mexican-American areas represents the best educational practice, in your estimation?" The responses are presented in Figure 4-9.

Almost all of the superintendents (95 percent) felt that neighborhood schools should be maintained in one form or another. More precisely, this group includes two-thirds of the superintendents who answered that, "Neighborhood elementary school should be maintained, but where possible some device, such as reducing the grade span of schools, pairing schools, or another practice, should be used to promote ethnic balance." It also includes 29 percent of the sample who felt that "neighborhood elementary schools should be maintained regardless of any ethnic imbalance produced." Only three percent felt that "Ethnic balance should be achieved regardless of whether it requires the elimination of neighborhood schools."

Superintendents were then asked, "Which of the following best describes the practices for the assignment of elementary school pupils

Figure 4-9. SUPERINTENDENTS' CHOICES OF BEST ELEMENTARY SCHOOL POLICY TO ACHIEVE ETHNIC BALANCE - 1972



N = 424

*

A = "Neighborhood elementary schools should be maintained regardless of any ethnic imbalance produced."

B = "Neighborhood elementary schools should be maintained, but where possible some device, such as reducing the grade span of schools, pairing schools, or another practice, should be used to promote ethnic balance."

C = "Ethnic balance should be achieved regardless of whether it requires the elimination of neighborhood schools."

Comb. = Insisted on offering a combined choice. (This was not one of the response categories offered in the question.)

None = Refused to select any of the alternatives offered. (This was not one of the choice categories offered in the question.)

in this school district?" The responses are presented in Figure 4-10.

The most common practice (by 36.5 percent of the districts) is that "all pupils in a particular geographic area attend the elementary school for that area with no or few transfers." Almost as many districts (33.3 percent) reported that "pupils in a particular geographic area are generally assigned to the elementary school serving that area, but transfers to another school are frequently allowed." Thus, neighborhood schools within districts are the rule for 70 percent of the districts.

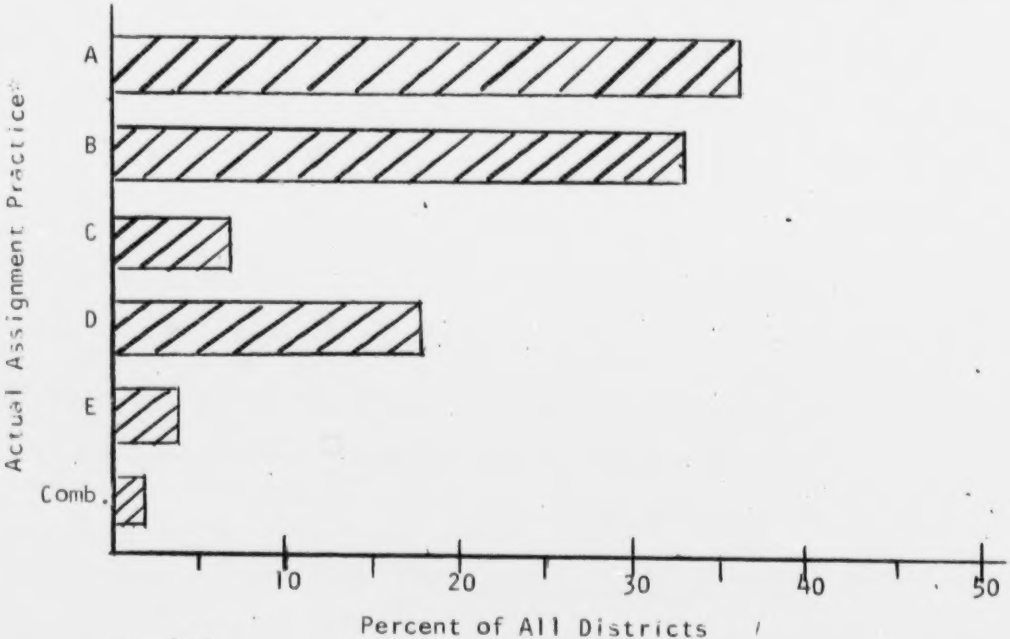
Superintendents were asked the following question about busing: 'Which of the following policies on busing of elementary school children to achieve an ethnic balance between Anglo and Mexican American pupils represents the best educational practice in your estimation?" Their responses are shown in Figure 4-11.

From the responses it is clear that superintendents generally disapprove of busing. Three-fourths of the respondents felt the "children should not be bused to another school other than their neighborhood school" or "should be bused to another school only to relieve overcrowding." Of the remaining superintendents, 18 percent felt that "Both Anglo and Mexican-American children should be bused to schools with predominantly different ethnic composition to achieve ethnic balance."

Community Influence

Chicano student protests have played a major role in attempts to increase ethnic influence in the school systems of the Southwest. (See: Brischetto, 1970) To obtain their opinions on whether the effect

Figure 4-10. ACTUAL PRACTICE FOR ASSIGNMENT OF ELEMENTARY PUPILS IN THE SCHOOL DISTRICT - 1972



N = 406

*

A = All pupils in a particular geographic area attended the elementary school for that area with no or few transfers.

B = Pupils in a particular geographic area are generally assigned to the elementary school serving that area, but transfers to another school are frequently allowed.

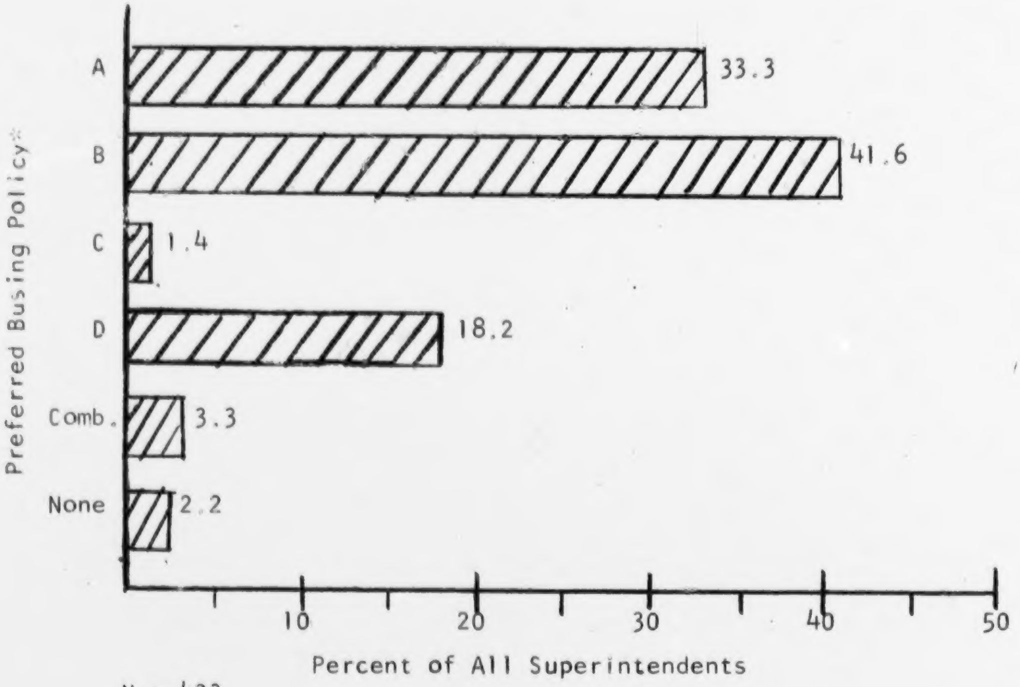
C = Pupils are assigned to certain schools on the basis of achievement or some other academic standard.

D = Students attend any school of their choice within the district.

E = Some other practice is followed.

Comb. = Insisted on offering a combined choice. (This was not one of the choice categories offered in the question.)

Figure 4-11. SUPERINTENDENTS' CHOICES OF BEST POLICY ON BUSING TO ACHIEVE ETHNIC BALANCE IN ELEMENTARY SCHOOLS-1972



N = 423

*

A = Children should not be bused to another school other than their neighborhood school.

B = Children should be bused to another school only to relieve over-crowding.

C = Mexican American children should be bused to another school in order to achieve ethnic balance.

D = Both Anglo and Mexican American children should be bused to schools with predominately different ethnic composition to achieve ethnic balance.

Comb. = Insisted on offering a combined choice. (This was not one of the choice categories offered in the question.)

None = Refused to select any of the alternatives offered. (This was not one of the choice categories offered in the question.)

of these protests has been favorable or unfavorable, superintendents were asked: "In your opinion, what sort of an effect have Chicano student protests had in bringing about favorable changes in the school systems of the Southwest?" The responses are presented in Figure 4-12.

The findings indicate that there are almost three times as many superintendents (46 percent) who view Chicano student protests as having a negative effect as there are who view the protests as having a positive effect (17 percent). Over one-third (37 percent) of the superintendents are "uncertain" about the effect of Chicano protests.

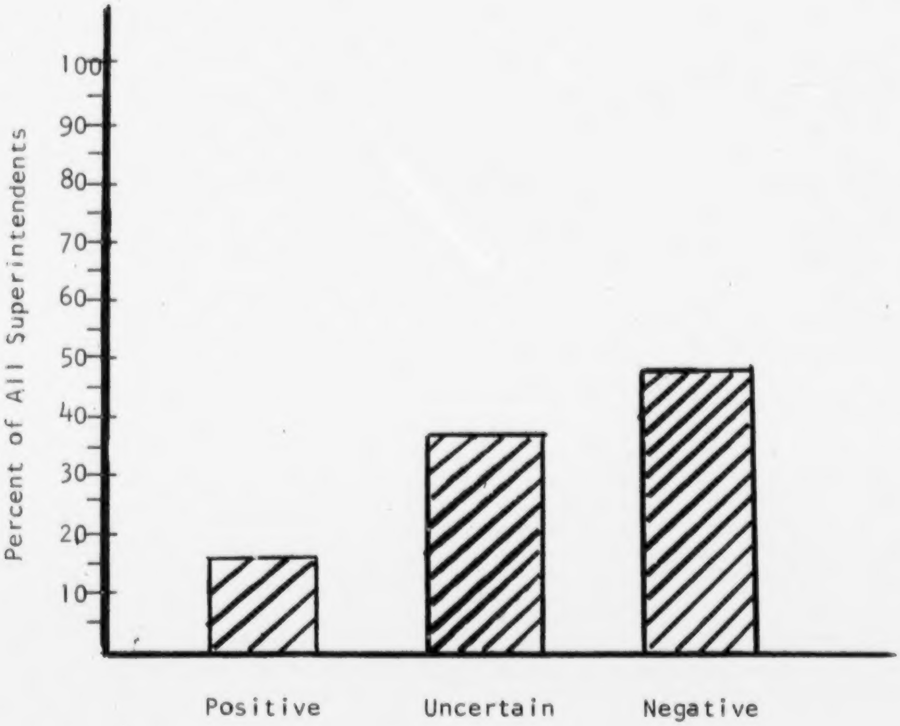
RELATIONSHIP BETWEEN IDEAL SYSTEM CHOICES AND SELECTED ISSUES

This last part of the analysis of superintendents' views examines the relationship among cell view and superintendents' positions on critical issues or programs.

Resource Allocation

Table 4-12 presents the comparative breakdown of superintendents' choices of preferred methods for funding school districts in relation to cell position. Although all superintendents generally favored a change in the present system, it is significant to note that only 3.9 percent of the copers-view superintendents chose the present property tax method for financing schools. Approximately 96 percent of the copers-view superintendents favored a change in the present system compared to 89.8 percent of the pathological-view superintendents. It was

Figure 4-12. SUPERINTENDENTS' OPINIONS OF THE EFFECT OF CHICANO STUDENT PROTESTS ON SCHOOL SYSTEMS OF SOUTHWEST-1972
(Figures in Percentages)



N = 424

Table 4-12. SUPERINTENDENTS' CHOICES OF IDEAL SYSTEM COMPARED TO PREFERRED METHOD FOR FUNDING SCHOOL DISTRICTS - 1972 (Figures in Percentages)

Preferred Means Of Funding Districts	Ideal System	
	B	C
Property tax within districts	10.2	3.9
Property tax within areas larger than districts	49.5	48.5
State Income tax	18.9	28.2
Income or payroll tax on the local level	1.0	2.9
Sales on gross receipts on the local level	13.6	4.9
Federal Income tax increase to pay for education	6.8	11.7
Total (N)	100.0 (206)	100.0 (103)

$X^2 = 14.48$, df = 5, $P = .0128$

*Ideal System:

B = Pathological view or cell position

C = Copers view or cell position

significant also that 28.2 percent of the copers view superintendents as compared to 18.9 percent of those with the pathological view favored a state income tax.

In general, copers-view superintendents took more liberal positions on preferred methods for financing public education. Twice as many copers-view superintendents as pathological-view superintendents favored a federal income tax system. Three times as many pathological-view superintendents as copers-view superintendents favored a regressive sales tax on the local level.

Table 4-13 compares superintendents' choices of ideal system with superintendents' attitudes toward the funding of special programs for culturally different students.

Twice as many pathological-view superintendents expressed negative attitudes toward the funding of special programs at extra cost for culturally different students. Also, 84.7 percent of the copers-view superintendents compared to 72.3 percent of the pathological-view superintendents favored the funding of special programs for the culturally different.

Educational Practices

The comparisons of superintendents' choices of ideal system with superintendents' positions toward selected practices centered on three types of programs; (1) bilingual-bicultural education, (2) Chicano Studies, and (3) Headstart.

Table 4-14 compares superintendents' choices of ideal system with their attitudes toward bilingual-bicultural education. As many

Table 4-13. SUPERINTENDENTS' CHOICES OF IDEAL SYSTEM RELATED TO ATTITUDE TOWARD THE FUNDING OF SPECIAL PROGRAMS FOR CULTURALLY DIFFERENT STUDENTS - 1972

(Figures in Percentages)

Ideal System*	Attitude Toward Funding Special Programs			
	Favorable	Undecided	Unfavorable	Total (N)
B	72.3	15.1	12.6	100.0 (238)
C	84.7	8.5	6.8	100.0 (118)
Total Sample	76.4	12.9	10.7	100.0 (356)

$x^2 = 6.82$, df = 2, P = .0331

*Ideal System:

B = Pathological view or cell position

C = Copers view or cell position

Table 4-14 COMPARISON OF SUPERINTENDENTS' CHOICES OF IDEAL SYSTEM WITH ATTITUDE TOWARD BILINGUAL-BICULTURAL EDUCATION - 1972
(Figures in Percentages)

Ideal System*	Attitude Toward Bilingual-Bicultural Education			
	Favorable	Undecided	Unfavorable	Total (N)
B	76.3	9.4	14.3	100.0 (224)
C	90.8	9.2	0.0	100.0 (109)

X = 17.47, df = 2, P = .0002

* Ideal System:

B = Pathological view or cell position

C = Copers view or cell position

as 90.8 percent of the copers-view superintendents compared to 76.3 percent of the pathological-view superintendents were favorable toward bilingual-bicultural education. Of the pathological-view superintendents, 14.3 percent were unfavorable toward bilingual-bicultural education. It is interesting to note that no copers view superintendents were unfavorable toward bilingual-bicultural education programs.

Table 4-15 shows the comparisons between superintendents' choices of ideal system with attitudes toward Chicano Studies.

A striking difference is shown between copers-view superintendents and pathological-view superintendents regarding attitudes toward Chicano Studies. Only 42.6 percent of the pathological-view superintendents compared to 61.9 percent of the copers-view superintendents were favorable toward Chicano Studies. About one-third of the superintendents holding a pathological view of ideal system were unfavorable toward Chicano Studies.

Table 4-16 shows the comparisons between superintendents' views of ideal system with expressed attitudes toward Headstart. There was little difference among superintendents on this dimension. All were strongly in favor of Headstart programs.

Ethnic Isolation

Table 4-17 presents the comparative breakdown of superintendents' opinions on the maintenance of neighborhood schools with superintendents; views of ideal system. Some 36.7 percent of the pathological-view superintendents favored maintaining neighborhood

Table 4-15 COMPARISON OF SUPERINTENDENTS' CHOICES OF IDEAL SCHOOL SYSTEM WITH ATTITUDE TOWARD CHICANO STUDIES - 1972
(Figures in Percentages)

Ideal System*	Attitude Toward Chicano Studies			
	Favorable	Undecided	Unfavorable	Total (N)
B	42.6	25.9	31.5	100.0 (216)
C	61.9	18.1	20.0	100.0 (105)

$x^2 = 10.60$, df = 2, P= .0050

* Ideal System:

B = Pathological view or cell position

C = Copers view or cell position

Table 4-16. COMPARISON OF SUPERINTENDENTS' CHOICES OF IDEAL SYSTEM WITH ATTITUDE TOWARD HEADSTART PROGRAMS - 1972 (Figures in Percentages)

Ideal System*	Attitude Toward Headstart			
	Favorable	Undecided	Unfavorable	Total (N)
B	87.5	7.1	5.4	100.0 (224)
C	86.0	8.4	5.6	100.0 (107)

$X^2 = .18$, df = 2, P = .9131

*Ideal System:

B = Pathological view or cell position

C = Copers View or cell position

Table 4-17. SUPERINTENDENTS' CHOICES OF IDEAL SYSTEM COMPARED TO POSITION ON NEIGHBORHOOD SCHOOL ISSUE - 1972
(Figures in Percentages)

Position on Neighborhood Schools	Ideal System*	
	B	C
Maintain regardless of ethnic imbalance	36.7	11.3
Maintain, but should use other device to achieve balance	62.0	80.9
Eliminates neighborhood schools to achieve balance	1.3	7.8
Total	100.0	100.0
(N)	(237)	(115)

$X^2 = 31.40$, df = 2, P = .0000

*Ideal System:

B = Pathological view or cell position

C = Copers view or cell position

elementary schools regardless of any ethnic imbalance. This was more than three times the proportion of superintendents who took this position, some 81 percent of the copers-view superintendents expressed the opinion that neighborhood schools should be maintained but where possible some device such as reducing the grade span of schools, pairing of schools, or another practice should be used to promote ethnic balance. Sixty-two percent of the pathological-view superintendents held this opinion. Only 1.3 percent of the pathological-view superintendents and 7.8 percent of the copers view superintendents favored the elimination of neighborhood schools to achieve ethnic balance in school districts.

Table 4-18 presents the comparative breakdown of district method of pupil assignments with superintendents' choices of ideal system. The greatest proportion (46.3 percent) of the copers-view superintendents headed districts where pupils were assigned by geographic area, but where reportedly,transfers were frequently allowed. A smaller proportion, fully 43.5 percent of the pathological - view superintendents and 35.2 percent of the copers-view superintendents were in districts where pupils were assigned by geographic area and where no or few transfers were allowed.

It appears that although most districts are bound by "geographic area" constraints on pupil assignment the copers-view superintendents seem to be more flexible in allowing frequent transfers.

Superintendents' choice of ideal system were also compared with their position on busing to achieve ethnic balance. (See Table 4-19)

Table 4-18. SUPERINTENDENTS' CHOICE OF IDEAL SYSTEM BY METHOD OF PUPIL ASSIGNMENT IN ELEMENTARY SCHOOLS - 1972
(Figures in Percentages)

Actual Method of Pupil Assignment	Ideal System*	
	B	C
By geographic area with no or few transfers	43.5	35.2
By geographic area but transfers frequently allowed	27.6	46.3
Pupils assigned on basis of achievement, etc.	7.0	4.6
Free choice of attendance	22.0	13.9
Total	100.0	100.0
(N)	(214)	(108)

$X^2 = 11.73$, df = 3, P = .0084

*Ideal System:

B = Pathological view or cell position

C = Copers view or cell position

Note: Of the total sample 17 or 4.2% indicated some other method of assignment.

Table 4-19. SUPERINTENDENTS' CHOICES OF IDEAL SYSTEM COMPARED TO POSITION ON BUSING TO ACHIEVE ETHNIC BALANCE - 1972
(Figures in Percentages)

Position on Busing	Ideal System*	
	B	C
No busing	40.9	20.6
Busing only to relieve crowding	49.1	33.6
Busing Mexican Americans to achieve ethnic balance	1.7	.9
Busing both Anglo and Mexican Americans to achieve balance	8.3	44.9
Total (N)	100.0 (230)	100.0 (107)

$X^2 = 62.23$, df = 3, P = .0000

*Ideal System:

B = Pathological view or cell position

C = Copers view or cell position

It is significant to note that fully twice as many superintendents holding the pathological view of ideal system as superintendents holding the copers view took a no busing under any conditions position. 49.1 percent of the pathological-view superintendents compared to 33.6 percent of the copers-view superintendents chose a "busing only to relieve crowding" position. Of tremendous significance, however, was the comparison on the busing of both Anglo and Mexican American children choices. Fully 44.9 percent of the copers-view superintendents believed in busing of both Anglo and Mexican American pupils for the purpose of achieving ethnic balance. Few superintendents believed in busing only Mexican Americans.

Community Influence

One important comparative analysis was run on the influence factor. It compared superintendents' choice of ideal system and superintendents' attitudes toward the effect of Chicano student protests on school systems. Table 4-20 present this breakdown.

28.2 percent of the copers-view superintendents were very positive or somewhat positive about the effect of Chicano student protests on positive changes in school systems. This contrasts with only 10.6 percent of the pathological-view superintendents who viewed Chicano protests very positive or somewhat positive. Over one half (52.2 percent) of the pathological-view superintendents were negative or somewhat negative regarding the perceived effect on schools of Chicano student protests. 34.2 percent of the copers-view superintendents perceived Chicano student protests in a similarly negative

Table 4-20. SUPERINTENDENTS' CHOICE OF IDEAL SYSTEM RELATED TO PERCEIVED EFFECT OF CHICANO STUDENT PROTESTS - 1972 (Figures in Percentages)

Perceived Effect of Chicano Protests	Ideal System*	
	B	C
Very positive	1.7	1.7
Somewhat positive	8.9	26.5
Uncertain	37.3	37.6
Somewhat negative	36.9	28.2
Negative	15.3	6.0
Total (N)	100.0 (236)	100.0 (117)

$X^2 = 23.69$, df = 4, P = .0001

B = Pathological view or cell position

C = Copers view or cell position

manner. Superintendents holding a pathological-view position thus tended to be significantly more negative in their perceptions of the effects of Chicano student protests.

REFERENCES TO CHAPTER FOUR

Anonymous
1969 "El Plan Espiritual de Aztlan," paper presented at the Chicano Youth Liberation Conference, Denver, Colorado, March 30, 1969

Aragon, John A.
1971 "An Impediment to Cultural Pluralism: Culturally Deficient Educators Attempting to Teach Culturally Different Children," unpublished paper, Cultural Awareness Center, University of New Mexico.

Arciniega, Tomas A.
1971a "The Urban Mexican American: A Socio-Cultural Profile," ERIC-CRESS, New Mexico State University.

1971b "Toward a Philosophy of Education for the Chicano: Implications for School Organizations," paper presented at the Nov. 1971, Office of Education/Teacher Corps Conference.

Barrera, Mario, Carlos Munoz and Charles Ornelas
1972 "The Barrio as Internal Colony," Urban Affairs Annual Review 6 (forthcoming)

Blauner, Robert
1969 "Internal Colonialism and Ghetto Revolt," Social Problems 16 (Spring): 393-408.

Brischetto, Robert R.
1971 "Social Scientists' Views of Minority Group Life Styles: A Classification of Perspectives on Blacks and Chicanos," paper presented at annual meeting of the Southwestern and Social Science Association, Dallas, Texas.

Cuellar, Jose B.
1972 "De Eso Que Llaman Chicano Social Science: Toward an Operational Definition," paper presented at the Caucus of Chicano Social Scientists, annual meeting of the Southwestern Social Science Association, San Antonio, Texas.

Edmonson, Munro S.
1957 Los Manitos: A Study of Institutional Values. New Orleans: Middle American Research Institute, Tulane University.

Heller, Celia S.
1966 Mexican-American Youth: Forgotten Youth at the Crossroads. New York: Random House.

Hernandez, Deluvina
1970 "La Raza Satellite System," Aztlan 1 (Summer): 13-36.

Madsen, William
1964 The Mexican-Americans of South Texas. New York: Holt, Rinehart, and Winston.

Moore, Joan W.
1970 "Colonialism: The Case of the Mexican Americans," Social Problems 17 (Spring): 463-472.

Ortego, Philip D.
1970 "Moctezuma's Children," El Grito 3 (Spring, 1970): 39-50.

Romano-V., Octavio I.
1968 "The Anthropology and Sociology of Mexican-Americans: The Distortion of Mexican-American History." El Grito 2 (Fall): 13-26.

1969 "The Historical and Intellectual Presence of Mexican-Americans, El Grito 2 (Winter): 32-46.

Saunders, Lyle
1954 Cultural Difference and Medical Care: The Case of the Spanish-Speaking People of the Southwest. N. Y.: Russell Sage Foundation.

Ulibarri, Horacio
1960 "Teacher Awareness of Socio-Cultural Differences in Multicultural Classrooms," Sociology and Social Research 45 (October): 49-55.

Vaca, Nick C.
1970a "The Mexican-American in the Social Sciences, 1912-1970. Part I: 1912-1935, El Grito 3(Summer): 3-24.

1970b "The Mexican-American in the Social Sciences, 1912-1970. Part II: 1936-1970, El Grito 4 (Fall): 17-51.

Zintz, Miles V.
1969 Education Across Cultures. Second Edition. Dubuque, Iowa: Kendall/Hunt Publishing Company.

Brischetto, Robert
1970 "Chicano Student Walkouts: A Bibliography," unpublished paper.

CHAPTER 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The results of the 1969 school and district surveys by the Civil Rights Commission and the 1972 Southwestern Schools Study survey of districts stand in sharp contrast to the majority opinion of the Supreme Court in the Rodriguez case. The court ruled that there was not sufficient evidence to substantiate the charge that any definable class of poor persons is discriminated against as a result of the system of school finance employed in Texas. The findings of this study indicate that throughout the Southwest there are clearly inequalities in the distribution of educational resources and services based on both the ethnic composition and the average income of the school district residents.

More specifically, the findings indicate that a district's wealth (as measured by assessed valuation of taxable property per pupil) and thus its ability to raise local revenues for education is inversely related to the percent Mexican Americans enrolled and directly related to the average income of district residents. State funding for the Southwestern sample of districts does not appreciably equalize the inequalities in local revenue per pupil and in Texas they actually contribute to the inequality among districts of different ethnic composition. Federal funds reduce somewhat the disparities in district revenue; however, since the federal contribution represents less than one-tenth of the total revenues, these inequalities are not by any means eliminated. Consequently, total revenue per pupil for the school districts studied was found to be strongly related to the ethnic composition and income of the district attendance area such that districts with high concentrations of Chicano pupils and districts with low income residents receive less revenue per pupil than districts with high concentrations of Anglo students and districts with high income residents.

Expenditures per pupil on both the elementary and secondary levels were found to be inversely related to the percent Mexican Americans enrolled and directly related to average income of district residents. These relationships also were found for detailed types of expenditures such as teachers' salaries.

The effect of inequalities in district expenditures on inequalities in the quality of educational services provided by the district is apparent in the inequalities that were found in staff characteristics. More district superintendents with doctorate degrees and more teachers with master's degrees were found in districts with low percent ethnic enrollments and in districts with higher income residents.

Table 5-1 summarizes the types of inequalities that were found among school districts in Texas. As the percent of Chicano pupils enrolled in the school district increases, the local revenues per pupil decrease. State revenues only exacerbate this inequality. Average teacher salary is found, therefore, to be greater in the districts with the lowest proportion of Chicano pupils enrolled Finally, these fiscal inequities result in inequalities in quality of teaching as measured by the percentage of teachers with master's degrees. The result is that districts with Chicano student enrollments

Table 5-1 CHARACTERISTICS OF SCHOOL DISTRICTS SURVEYED IN TEXAS BY CATEGORIES OF PERCENT MEXICAN AMERICAN PUPILS ENROLLED, 1972*

Percent Mexican Americans Enrolled	(Number of Districts)	Local Revenues Per Pupil	State Revenues Per Pupil	Local and State Revenues Per Pupil	Average Teacher Salary	Percent of Teachers with Master's
0 - 24.9	(62)	$375	$423	$798	$8,178	27.1%
25 - 49.9	(43)	361	385	746	7,995	20.9
50 - 74.9	(15)	308	356	664	7,913	16.3
75 - 100	(26)	256	358	614	7,682	14.4

*Source: Southwestern Schools Study Spring 1972 Survey of Districts

of 0-25 percent have about twice the proportion of teachers with master's degrees as districts with 75-100 percent Chicano pupils.

On the school level, similar inequalities were found among schools of different ethnic composition with few exceptions.[1] Most marked inequalities were found in principal and teacher salaries; as the proportion of Chicano student enrollments increased, the salaries decreased.

The 1972 survey of superintendents was also designed to measure their opinions on a variety of issues and assessments of their school districts with respect to the different dimensions of inequality identified in the basic typology (Figure 1-1) in Chapter 1. Because of their key administrative positions in the school systems, the views of superintendents were believed to be of considerable importance in educational policymaking matters.

In general, school district superintendents tend to view Chicano children and their educational needs in terms of cultural and language deficiencies which the school must remediate. Almost two-thirds of the superintendents view as ideal a school system in which "(c)ompensatory education programs are offered to help Mexican American students overcome their language and other handicaps" (Part II, Question 10, Appendix E). This view of Chicano student life styles as "pathological" was contrasted with another perspective of Chicano students as "copers." (See Figure 4-2.) Almost one-third of the superintendents chose as ideal a school system based on this view. The educational goals of such a system are predicated on the need to develop schools which promote cultural pluralism. Bicultural schools and a bicultural curriculum are essential basic elements of this school system" (Part II, Question 10, Appendix F). When superintendents were asked to characterize their own school systems, only 16 percent of them saw their districts as consistent with the bilingual-bicultural model. Thus, there was a significant discrepancy between what superintendents see as ideal and what they acknowledge to be the present reality.

Superintendents' opinions on related issues were consistent with their views of the ideal school system for Mexican-American youth. Those favoring a bilingual-bicultural system are more likely to support bussing, desegregation, a Chicano studies curriculum, and special programs for culturally different students. It is interesting to note that superintendents were in agreement with the need to change the present system of financing public schools. The most common solution selected --by two-fifths of superintendents--was to fund education by leveling property taxes within areas larger than school districts. The second choice--by one-fifth of the superintendents--was for state income tax.

IMPLICATIONS FOR PUBLIC POLICY

The implications of the findings of this study for public policy might be discussed in terms of different goals that we feel should be adopted in the effort to achieve equality in education and in society as a whole. The first goal has to do with equal access to educational resources and eliminating fiscal discrimination; the second relates to the question of achieving equality of educational benefits or outcomes among ethnic groups; and the third is the goal of economic equality among ethnic groups in society. These goals are separated here not because they are unrelated, but because they have been so frequently confused in the literature on equal educational opportunity.

The Goal of Equal Access

Our research indicates equal access to quality education and the concept of "fiscal neutrality"--that the level of spending is not determined by considerations which have nothing to do with education such as the wealth of a district--are not operative among school systems in the Southwest. Unlike the results of Coleman's analyses (1966), which did not find clear-cut inequalities in educational resources and services between majority group members and members of the various minorities, our study clearly revealed that inequalities exist in the distribution of educational inputs based on the ethnic composition and the income level of district residents. Our research thus supports the original contention of Rodriguez, _et_. _al_., when they argued that the Texas system (and, we might add, the other Southwestern state systems also) "discriminates against children living in poor districts--most of whom are poor and members of minority groups...and it deprives substantial numbers of children of an equal educational opportunity" (U.S. Supreme Court, 1972: 24).

Without getting involved in a discussion of the legal and constitutional questions relevant to the Rodriguez case, it might be noted that in spite of the Supreme Court's ruling against

Rodriguez, _et_. _al_., there is still some hope for winning support for the notion of "fiscal neutrality" through the state courts. As a post-Rodriguez strategy, cases may be built on equal protection provisions in the state constitutions, thus avoiding the necessity of federal review. The state courts are empowered to enforce their state constitutions and act independently of the U.S. Supreme Court. Already the state supreme courts in Wyoming, New Jersey, and Michigan as well as a trial court in Kansas have ruled their respective state systems of education unconstitutional (Coons, 1973: 46). Since all states except Hawaii finance public education in essentially the same manner, the need for reform is nationwide.

In addition to initiating litigation in the state courts, legislative measures should be introduced. Some of the proposals that have surfaced to date involve adopting improved assessment techniques, regionalizing the commercial and industrial tax base, separating the high cost educational programs from dependence on local funding, and developing computer simulation models for assessing the "fiscal neutrality" of specific legislation designed to equalize district wealth statewide (Desmond, 1973: 11-12).

The Goal of Equal Benefits

The concept of equality of educational opportunity has been operationally defined in this study in terms of a minimal or "negative definition" (Wise, 1972). According to this conception, equality of educational opportunity is found when the quality of a child's education does not depend on such arbitrary factors as his parents' economic status, his ethnicity or his geographic location. Such a definition is useful for identifying the inequalities that exist in the distribution of educational resources and services but it is less useful for specifying what must be done to achieve actual equality. Thus, if we are to go beyond identifying the inequities among school systems and work toward eliminating interethnic differences in educational attainment, other conceptions of equality of educational opportunity must be adopted to suit the goals which have been set for achieving equality of results in the schools.

Wise (1972) is particularly helpful in this regard. He identifies nine different conceptions of equality of educational opportunity, each with somewhat different implications for the allocation of economic and educational resources.[2] His "full opportunity definition" seems to be the most ideal standard for allocating educational resources. According to this definition, educational resources should be provided to each student until he has reached his full potential for achievement. The difficulty with this definition, of course, is the prohibitive cost and the difficulty of administering such an idealistic system of distribution. The value of the "full opportunity" definition lies in its consideration of the individualized needs of students.

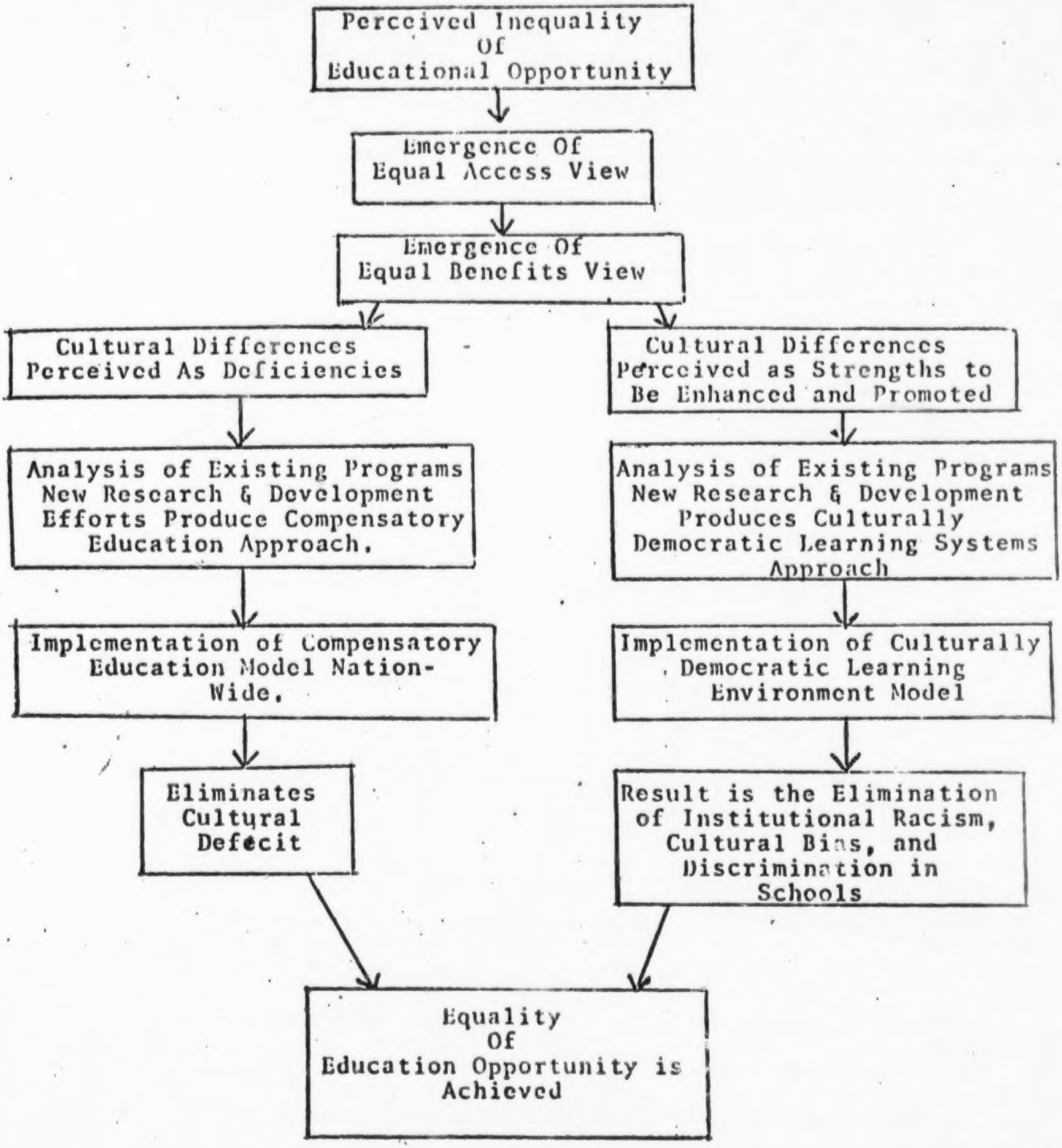
Although identifying individual student needs and allocating resources strictly on that basis may be an administrative task that is beyond the purview of present systems of allocating educational resources, a plan which considers group needs appears more feasible. If one of the goals in the achievement of equal educational opportunity is to eliminate ethnic differences in student outcomes, then a "leveling definition" (Wise, 1972:152)which aims at providing educational resources in inverse proportion to group achievements should be adopted. In such a scheme for the redistribution of educational resources, the less advantaged student would become the focus of addition financing in order to approach equality of educational attainment among the various ethnic groups. A commitment to equality of educational outcomes on this basis will necessarily require unequal educational inputs in order to achieve that goal. This is not an entirely new approach since recent federal legislation and compensatory program guidelines justify disproportionate funding on such a basis. But, as noted earlier, federal funding covers only a small proportion of the total educational resources. Thus federal infusions of funds need to be looked upon as pump-priming mechanisms for motivating school systems to equalize educational opportunities for minority students.

In looking beyond the equal access view in the search for workable means to accomplish equality of results among ethnic groups of students, it is important to note the existence of two very different interpretations of how this can best be achieved. One is that equal benefits from schooling can best be achieved by successfully overcoming the negative effects of their deprived environments. According to this approach, steps are taken to remediate the deleterious influences on the child of his deficient home, neighborhood, and peer group. This is essentially the rationale for "compensatory education" programs of recent years. These programs were developed specifically to compensate for deprivations stemming from home, peers, and neighborhood and ultimately to acculturate the child into middle-class values and behavior. This approach views the child's home culture as essentially "pathological."

An alternative view is that equality of results can bast be achieved by shifting the focus and full responsibility for student success to the school. The school and societal task then would be the creation of school systems which accept and capitalize on the strengths of cultural difference in a manner which leads to successful performance in school by Chicano children. The promotion of cultural differences is recognized as a valid and legitimate educational goal and is utilized in developing the full potentialities of minority as well as majority children. Equal benefits from the system are to be achieved not by transforming the minority child in order to make him over in the image of the dominant group but by reforming the school he attends along culturally pluralistic lines. These two basic strategies that might follow from the initial decision to move toward equality of educational results among ethnic groups are depicted schematically in Figure 5-1.

In affirming the "cultural democracy" alternative the authors would argue that there has been a growing realization nationwide of the urgent need to move vigorously toward redirective change in public education and of the need to seek alternatives to the compensatory education model. As pointed out previously, the

Figure 5-1. Schematic of Alternative Responses to the Equal Benefits View.


Perceived Inequality Of Educational Opportunity
Emergence Of Equal Access View
Emergence Of Equal Benefits View
Cultural Differences Perceived As Deficiencies
Cultural Differences Perceived as Strengths to Be Enhanced and Promoted
Analysis of Existing Programs New Research & Development Efforts Produce Compensatory Education Approach.
Analysis of Existing Programs New Research & Development Produces Culturally Democratic Learning Systems Approach
Implementation of Compensatory Education Model Nation-Wide.
Implementation of Culturally Democratic Learning Environment Model
Eliminates Cultural Defecit
Result is the Elimination of Institutional Racism, Cultural Bias, and Discrimination in Schools
Equality Of Education Opportunity is Achieved

Source: Arciniega and Brischetto, 1973.

educational system which is suggested in accordance with the cultural pluralistic alternative seems to offer a viable approach. It has as a basic organizational goal, the promotion of cultural pluralism. It insists that schools and universities must be structured to provide minority students with the basic knowledge, skills, and political awareness to work effectively within the societal institutions while promoting positive institutional changes in the opportunity structure for the benefit of minority members. Bicultural schools with bicultural curricula are considered essential basic elements of this kind of school system. Both English and Spanish in bicultural settings are encouraged and utilized at all levels as media of instruction with the specific intent to develop functional proficiency in both languages. Chicano culture is reinforced along with the majority cultural system. Ideally, Chicanos and Anglos alike would complete their schooling with the capability of functioning adequately in both languages and both cultural systems.

The focus of redirective efforts should be on changing the educational system to meet the needs of culturally different students. Changing the structure, curriculum, and "normative set" of the school system is seen as a more viable approach to educating all students than changing the child to "fit" the school. Schools would be representative of the communities they served in the ratio of minority administrators, teachers, and counselores. In short, special emphasis would be placed on developing schools as microcosms of an "ideal-pluralistic" society.

The present study identifies a significant minority (on third) of superintendents who favor developing educational programs along culturally democratic lines. As noted above, although most (two-thirds) saw their systems as basically following the compensatory model, fully one-fifth of these Indicated a clearly stated preference for a more culturally pluralistic system. Such a discrepancy between what these superintendents chose as ideal and what they recognize as the reality of their school systems signals a type of cognitive dissonance that may provide the impetus for change. At the very least it is a hopeful sign of progress.

The Goal of Economic Equality

Behind most efforts to equalize educational opportunity is the belief that economic equality will soon follow. Much research has been based on the unfortunate assumption that equality of educational opportunity should be expected to produce equality in the economic sphere of society. But to the amazement of their investigators, these studies have generally found that differences in educational facilities explain very little of the variation in economic success, causing many to abandon efforts for reforms in the educational system. We agree with Porter's critical comment on what seemed to motivate Jencks' research:

> It appears that some American liberal educators have had a deep-seated if naive conviction that public education was the open-semsame to a beautiful world of equality. Hierarchy and stratification rest on foundations which are not likely to be demolished by education. Schools are very much the creatures of the societies in which they are found, reflecting and reinforcing the interests, powers and inequalities that exist. On the other hand, there was reason

> to suppose that something called equality of educational opportunity would facilitate upward mobility by giving disadvantaged social classes a better start in the competition for unequal rewards, a condition which does not seriously threaten the existing order of privilege as long as the supply of higher-status occupations continues to expand (Porter, 1973: 463).

But, while social mobility for a few may very well result from the elimination of inequalities in educational opportunities, this is no panacea for solving the more deep-rooted problem of inequalities in the economic structure of society. We agree with Jencks (1972) when he finally concludes we should "recognize that economic success depends largely on factors other than cognitive skills. We could then try to tackle economic inequality between blacks and whites directly" (1972: 84). But the argument that economic inequality among ethnic groups should be attacked directly does not preclude the need for attacking inequalities among and within educational systems directly.

REFERENCES FOR CHAPTER 5

Arciniega, Tomas A. and Robert Brischetto
1973 "The Changing Concept of Equal Educational Opportunity: Implications for the Education of Chicanos in Public Schools," Paper presented at the National Education Task Force de la Raza Conference on "Urban Education and the Mexican American," July 11-13, University of California at Los Angeles.

Coleman, James S., *et. al*.
1966 Equality of Educational Opportunity. Washington, D.C.: U.S. Government Printing Office.

Coons, John E.
1973 "Financing Public Schools After 'Rodriguez'," Saturday Review (October 9): 44-47.

Desmond, Len
1973 Rodriguez, Robinson and School Finance. Research Brief No. 6. (April). Denver, Colo.: Education Commission of the States.

Jencks, Christopher, *et*. *al*.
1972 Inequality: A Reassessment of the Effect of Family and Schooling in America. N.Y.: Basic Books.

Porter, John
1973 "The Limits of Sociology: A Review of Inequality: A Reassessment of the Effect of Family and Schooling in America, By Christopher Jencks and Marshall Smith, Henry Acland, Mary Jo Bane, David Cohen, Herbert Gintis, Barbara Heyns, Stephen Michelson." Contemporary Sociology 2 (September): 463-467.

U. S. Supreme Court
1972 San Antonio Independent School District, et. al., v. Demetrio P. Rodriguez, et. al.: Brief for Appellees. (October Term). San Antonio: Arthur Gochman.

Wise, Arthur
1972 Rich Schools, Poor Schools: The Promise of Equal Educational Opportunity. Chicago: The University of Chicago Press.

APPENDIX A:
HEW FALL 1968 SURVEY OF DISTRICTS--SUPERINTENDENTS' QUESTIONNAIRE

APPENDIX A

REPORTING REQUIREMENT:
This report is required pursuant to the HEW Regulation (45 CFR 80) issued to carry out the purposes of Title VI of the Civil Rights Act of 1964. Section 80.6(b) of the Regulation provides:

Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form and containing such information as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this Regulation

* * * * * *

If you have any questions write:
Office for Civil Rights
Department of Health, Education & Welfare
Box 14198
Washington, D.C. 20044
or telephone 202-338-7866

U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office for Civil Rights
Washington, D.C.

SCHOOL SYSTEM REPORT
FALL 1968 ELEMENTARY AND SECONDARY SCHOOL SURVEY

Required Under Title VI of the Civil Rights Act of 1964
Due October 15, 1968

FORM
OS/CR 101
(5/68)

Budget Bureau
No:51-R550

Expiration
Date: 6/30/69

101

I. Name of School System ____________________

II. Street Address ____________________

III. City, County, State, Zip Code ____________________

IV. Name of Chief Administrative Officer of School System ____________________

V. Most recent type of Assurance of Compliance accepted by HEW:

☐ HEW Form 441
☐ HEW From 441-B
☐ Assurance of Compliance with Court Order
☐ Other. Please explain: ____________________

VI. Number of Schools in this School System. ☐

VII. Students and Professional Staff.

Report number of persons in each category. Do not use percentages.	Column 1 School System Total (BOTH minority and non-minority groups)	MINORITY GROUP (Persons included in Column 1 who are members of the minority groups listed below)				
		Column 2 American Indian	Column 3 Negro	Column 4 Oriental	Column 5 Spanish Surnamed American	Column 6 Total Minority Group (Sum of Columns 2, 3, 4, and 5)
A. Enrolled Students.						
B. Full-Time Professional Instructional Staff	▨	▨	▨	▨	▨	▨
(1) Assigned to One School Only						
(2) Assigned to More Than One School						
(3) TOTAL of (1) and (2)						

To assure the submission of correct Title VI compliance data, check the completeness and accuracy of each item reported. Errors or omissions may require a refiling of this form. Be sure there is an Individual School Report for each of the schools (or separate campuses) reported in Item VI.

Certification: I certify that the information given with this report is true and accurate to the best of my knowledge and belief. A willfully false statement is punishable by law. (U.S. Code, Title 18, Section 1001).

Signature and Title of Person Furnishing Information ____________________

Telephone Number ____________________

Date Signed ____________________

HEW LEGAL

APPENDIX B:
HEW FALL 1968 SURVEY OF SCHOOLS--
PRINCIPALS' QUESTIONNAIRE

REPORTING REQUIREMENT:

This report is required pursuant to the HEW Regulation (45 CFR 80) issued to carry out the purposes of Title VI of the Civil Rights Act of 1964. Section 80.6(b) of the Regulation provides:

Compliance Reports. Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form and containing such information as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this Regulation.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office for Civil Rights
Washington, D.C.

INDIVIDUAL SCHOOL REPORT
FALL 1968 ELEMENTARY AND SECONDARY SCHOOL SURVEY

Required Under Title VI of the Civil Rights Act of 1964

Due October 15, 1968

102

FORM
OS/CR-102
(5/68)

Budget Bureau
No: 51-R0662

Expiration
Date: 6/30/69

I. Name of School System ______

II. OCR School System Number ______

III. Name of School ______

IV. Street Address ______

V. City, County, State, Zip Code ______

VI. A. Number of Campuses at this School ☐ NOTE: File a separate report form (OS/CR 102) for each campus.

B. Grades offered (Put an "x" in the appropriate box for each grade offered at this school)

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

VII. Students and Professional Staff

Report number of persons in each category. Do not use percentages.	Column 1	MINORITY GROUP MEMBERSHIP OF STUDENTS AND PROFESSIONAL STAFF (Persons included in Column 1 who are members of the minority groups listed below)				
	School Total (BOTH minority and non-minority groups)	Column 2 American Indian	Column 3 Negro	Column 4 Oriental	Column 5 Spanish Surnamed American	Column 6 Total Minority Group (Sum of Columns 2,3,4, and 5)
A. Enrolled Students						
B. Professional Instructional Staff Assigned to this School on a Full-Time Basis	▨	▨	▨	▨	▨	▨
(1) The Principal						
(2) Assistant Principals						
(3) Classroom Teachers						
(4) Other Instructional Staff						
(5) Total of (1),(2),(3),(4), above for each column						

C. Data for Item VII furnished as of (Date) ______

VIII. In what school year (e.g., 1966-67) did this school first enroll students? ______

IX. State the school year in which additions to this school, if any, were opened. Include only the two most recent additions. Do not include additions opened before 1964-1965 school year. For the purpose of this question, additions do NOT include (A) temporary structures, such as mobile classrooms, or (B) structures which do not increase the student capacity of the school, such as a cafeteria, gymnasium, or school library. (If no additions, write "NONE.")

1. ______ 2. ______

To assure the submission of correct Title VI compliance data, please check the completeness and accuracy of each item reported. Errors or omissions may require a refiling of this Form.

Certification: I certify that the information given above is true and correct to the best of my knowledge and belief. (A willfully false statement is punishable by law. U.S. Code Title 18, Section 1001.)

______
Signature and Title of Person Furnishing Information

______
Telephone Number

______
Date Signed

APPENDIX C:
U.S. COMMISSION ON CIVIL RIGHTS
FALL 1969 SURVEY OF SCHOOL DISTRICTS--
SUPERINTENDENTS' QUESTIONNAIRE

Budget Bureau No. 115-S69001; Approval Expires February 28, 1970

MEXICAN AMERICAN EDUCATION STUDY

Superintendent Information Form

1. *List all the schools in this district. For each school, give the average daily attendance for the month of October 1968. Round answers to the nearest whole number.* Time period if other than October 1968 ______________ *Use additional pages where necessary.*

School Name	For USCCR use only	Average Daily Attendance*

**Average daily attendance is the aggregate of the attendance for each of the days during the stated reporting period divided by the number of days the school was actually in session during that period. Only days on which pupils are under the guidance and direction of teachers should be considered as days in session.*

LEGEND: *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available*—?; *None*—0

Questions 2 and 3 instructions: If there is only one secondary school in this district, do not answer questions 2 and 3. Proceed to question 4.

2. A. Name the secondary school in this district which had the highest percentage of its 1968 graduates enter two or four year colleges.________________ FOR USCCR USE ONLY

B. What percent of that school's 1968 graduates entered two or four year colleges?________________%

C. What percent of that school's 1968 Spanish Surnamed graduates entered two or four year colleges?________%

3. Name the secondary school in this district which has had the highest dropout rate so far this year.________________ FOR USCCR USE ONLY

Question 4 instructions: If there is only one elementary school in this district, do not answer question 4. Proceed to question 5.

4. Name the elementary school in this district whose pupils had the highest average reading achievement test scores in the 1967-1968 school year.________________ FOR USCCR USE ONLY

5. *If since June 1968 this district has conducted, sponsored or paid for any in-service teacher training for any course in column (i), enter the appropriate data about that training in columns (ii) through (v).* If this district has not conducted, sponsored or paid for any such training since June 1968, check here ☐ and proceed to Question 6.

(i) Course	(ii) Total number of hours this course met, per teacher – summer 1968	(iii) Total number of hours this course met, per teacher – academic year 1968-1969	(iv) Number of teachers in in-service training in summer 1968	(v) Number of teachers in in-service training in academic year 1968-1969
A. English as a second language for the Spanish speaking (instruction in English for those who know little or no English)				
B. Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language				
C. Mexican or Spanish history or culture				
D. Mexican American, Spanish American, or Hispanic history or culture				
E. Remedial reading				
F. Other subjects relative to Mexican Americans: *(Specify.)*________________ ________________ ________________ ________________				

LEGEND: *Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available*–?; *None*–0

6. *List the professional personnel for this district as of March 31, 1969, by ethnic and by educational background. Give data about these individuals in as many (vertical) columns as requested. Do not assign any individual to more than one (horizontal) row. Although it is recognized that a person's activities may fall under more than one category, each person should be assigned in accordance with his major activity. Exclude personnel assigned to schools.*

	ETHNIC GROUP				EDUCATION		
	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)
	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number with Bachelor's Degree only	Number with Master's Degree, but not Doctor's Degree	Number with Doctor's Degree
A. Superintendent of schools (or acting)							
B. Associate Superintendents of schools							
C. Assistant superintendents of schools							
D. Psychologists or psychometrists							
E. Social workers							
F. Attendance officers							
G. Federal programs directors							
H. Curriculum directors							
I. Community relations specialists							
J. All others not assigned to schools							

7. *Using one line for each Board of Trustees member, list the principal occupation of each by code number. Refer to the list below for code. If you cannot ascertain which code is appropriate for a given Board Member, specify his occupation. Indicate ethnic group, the number of years each has served on the Board, and years of education.*

Occupation if code number is not known	(i) Occupation code number	(ii) Spanish Surnamed American	(iii) Negro	(iv) Anglo	(v) Other	(vi) Number of years served on Board	(vii) Number of years of school completed or highest degree attained
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							

1. *Business owners, officials and managers*
2. *Professional and technical services*
3. *Farmers*
4. *Sales and clerical*
5. *Skilled craftsmen, other skilled workers and foremen*
6. *Semi-skilled operators and unskilled workers*
7. *Service workers*
8. *Housewives*
9. *Retired*

8. Has this district employed consultants on Mexican American educational affairs or problems this school year? *(Check one only.)*

A. ☐ No
B. ☐ Yes, for a total of one day only
C. ☐ Yes, for a total of two to four days
D. ☐ Yes, for a total of five to seven days
E. ☐ Yes, for a total of eight to ten days
F. ☐ Yes, for a total of more than ten days

LEGEND: *Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available* —?; *None*—0

9. Has this district appointed, elected or recognized a district-wide volunteer advisory board (or committee) on Mexican American educational affairs or problems, which has held meetings this school year? *(Check one only.)*

A. ☐ No
B. ☐ Yes, it has met only once this year.
C. ☐ Yes, it has met for a total of two to five times this year.
D. ☐ Yes, it has met for a total of six to fifteen times this year.
E. ☐ Yes, it has met for a total of more than fifteen times this year.

10. If you answered "Yes" to question 9, what actions, programs or policies has the committee recommended during the 1968-1969 school year? *(Check all which apply.)*

A. ☐ Ethnic balance in schools
B. ☐ In-service teacher training in Mexican American history or culture, or in bilingual education, or in English as a second language
C. ☐ Employment of Spanish Surnamed teachers or administrators
D. ☐ Pupil exchange programs with other districts or schools
E. ☐ Expanded PTA activities relative to Mexican Americans
F. ☐ Changes in curriculum to make it more relevant for Mexican Americans
G. ☐ Bilingual-bicultural organization in a school or the school system
H. ☐ Other *(Specify.)*______________________________

11. Does this district have a written school board policy discouraging the use of Spanish by Mexican American pupils:

A. On the school grounds? **Yes** ☐*1* **No** ☐*2*

B. In the classroom (except Spanish classes)? **Yes** ☐*1* **No** ☐*2*

If you answered "Yes" to A or B above (question 11), please attach a copy of that policy and give us the date it was made effective.

FOR USCCR USE ONLY

12. As of March 31, 1969, what was the total school district membership, by ethnic group, in the following grades:

	(i)	(ii)	(iii)	(iv)	(v)
	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Total Number
A. First Grade					
B. Fourth Grade					
C. Eighth Grade					
D. Twelfth Grade					

13. *Use the following space and additional pages, if necessary, to give us further comments relative to this questionnaire.*

LEGEND: *Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available*–?; *None*–0

APPENDIX D:
U.S. COMMISSION ON CIVIL RIGHTS FALL 1969 SURVEY OF SCHOOLS-- PRINCIPALS' QUESTIONNAIRE

MEXICAN AMERICAN EDUCATION STUDY

School Principal Information Form

General Instructions:

A. *The person completing this questionnaire should be the school principal or his official delegate.*

B. *Answers to each question should be given as of March 31, 1969 unless some other time period is requested. If information is not available for March 31, 1969, give it for the time closest to, or encompassing, that date. Pupil membership and personnel data may be given on this questionnaire as they were reported on the Title VI Compliance Forms (Forms OS/CR 101 and 102, Fall 1968 Elementary and Secondary School Survey, required under Title VI of the Civil Rights Act of 1964, due October 15, 1968). If a date other than March 31, 1969 or a time period other than that requested is used, please indicate which date or time period is used in the space provided or in the left hand margin next to the question.*

C. *Use additional pages where necessary.*

D. **Instructions for determining ethnic and racial groupings:** *Wherever ethnic and racial data is requested, it is suggested that visual means be used to make such identification. Individuals should not be questioned or singled out in any way about their racial or ethnic lineage. For purposes of this questionnaire, please use the following classifications:*

i.	SPANISH - SURNAMED AMERICAN:	*Persons considered in school or community to be of Mexican, Central American, Cuban, Puerto Rican, Latin American or Spanish-speaking origin. This group is often referred to as Mexican, Spanish American, or Latin American; local usage varies greatly. For the purposes in this questionnaire the terms "Mexican American" and "Spanish Surnamed American" are used interchangeably.*
ii.	NEGRO:	*Persons considered in school or community to be of Negroid or black African origin.*
iii.	ANGLO:	*White persons not usually considered in school or community to be members of any of the above ethnic or racial categories.*
iv.	OTHER:	*Persons considered "non-Anglo" and who are not classifiable as Spanish Surnamed American or Negro. Include as "Other" such persons as Orientals or American Indians.*

E. *If a question is not applicable, if information is not available, or if you must estimate, please use the common, standard abbreviations printed on the bottom of each page.*

F. *After completing all items in this questionnaire, please return the questionnaire in accordance with your superintendent's instructions.*

SCHOOL NAME ______________________________

MAILING ADDRESS ______________________________
Street Address or P.O. Box No.

____
Town *County* *State* *Zip Code*

TELEPHONE NUMBER ______________________________
Area Code *Number*

NAME OF SCHOOL DISTRICT ______________________________

NAME OF PRINCIPAL ______________________________

SIGNATURE ______________________________ **DATE** ______________

NAME AND TITLE OF PERSON RESPONSIBLE FOR FILLING OUT QUESTIONNAIRE IF OTHER THAN THE PRINCIPAL ______________________________

SIGNATURE ______________________________ **DATE** ______________

LEGEND: *Unknown—UNK.; Estimate—EST.; Not Applicable—NA.; Not Available—?; None—0*

Budget Bureau No. 115-S69001; Approval Expires February 28, 1970.

MEXICAN AMERICAN EDUCATION STUDY

School Principal Information Form

1. If this school has received ESEA, Title I funds during the current (1968-1969) school year, check here. ☐

2. Is this school: *(Check no more than one.)*

   A. ☐ A social adjustment school primarily for children who have disciplinary problems?
   B. ☐ Primarily for the physically handicapped?
   C. ☐ Primarily for the mentally retarded?
   D. ☐ Primarily for the emotionally disturbed?
   E. ☐ *(California only).* A continuation school?
   F. ☐ Organized primarily as some combination of A, B, C, D, or E? *(Specify.)* ____________

   If you checked any of the above (A, B, C, D, E, or F in question 2), do not answer any further questions; return this questionnaire in accordance with your superintendent's instructions.

3. What was the average daily attendance for this school in the month of October 1968 or, if not available for that month, for the time period nearest to or including October 1968? *(Round answer to nearest whole number.)* ____________
   Time period if not October 1968 ____________

   Question 3 instructions: Average Daily Attendance is the aggregate of the attendance for each of the days during the stated reporting period divided by the number of days school was actually in session during that period. Only days on which pupils are under the guidance and direction of teachers should be considered as days in session.

4. Which best describes the locality (incorporated or unincorporated) of this school? *(Check one only.)*

   A. ☐ Under 5,000 inhabitants
   B. ☐ 5,000 to 49,999 inhabitants
   C. ☐ 50,000 to 250,000 inhabitants
   D. ☐ Over 250,000 inhabitants

5. Which best describes the attendance area of this school (the area from which the majority of pupils come)? *(Check one only.)*

   A. ☐ A rural area
   B. ☐ A suburb
   C. ☐ A town or a city

6. How many square feet of outdoor play area (including athletic area) does this school have? *(Round answer to the nearest thousand square feet.)* ____________

7. Is (are) any grade(s) in this school (excluding kindergarten) on double sessions? Yes ☐ *1* No ☐ *2*

LEGEND: *Unknown–UNK.; Estimate–EST.; Not Applicable–NA.; Not Available–?; None–0*

8. *List full-time staff by ethnic group and professional background as of March 31, 1969 unless data are unavailable for that date. In that case follow General Instructions, item B, page 2.*

Reporting date if not March 31, 1969____________________

DO NOT assign any individual to more than one horizontal row; assign each in accordance with his major activity. Assign individuals to as many columns as are applicable.

NOTE: Columns (ii) through (v) should total column (i).

	Ethnic Group					Education			Experience	
	(i)	(ii)	(iii)	(iv)	(v)	(vi)	(vii)	(viii)	(ix)	(x)
	Total Number	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number with Bachelor's degree only	Number with Master's but not Doctor's degree	Number with Doctor's degree	Number with under five years experience as an educator	Number with more than fifteen years experience as an educator
A. Full-time professional nonteaching staff:										
(1) Principal										
(2) Vice (assistant) principals										
(3) Counselors										
(4) Librarians										
(5) Other full-time professional nonteaching staff										
B. Full-time professional instructional staff (teachers)										
C. Secretaries, stenographers, bookkeepers and other clerical staff										
D. Custodians, gardeners, and other maintenance staff										
E. Full-time teacher aids (in classrooms)										

9. How many people are employed part-time in the following capacities in this school?

	(i)	(ii)
	Number of people	Full-time equivalence
A. Professional nonteaching staff		
B. Professional instructional staff (teachers)		

Question 9 instructions: Full-time equivalence is the amount of employed time required in a part-time position expressed in proportion to that required in a full-time position, with "1" representing one full-time position. (Round F.T.E. answers to the nearest whole number.)

10. What is the principal's annual salary? *(Round answer to the nearest hundred dollars.)* **$**____________________

11. For how many years has the present principal been principal of this school?____________________

12. Indicate for approximately how many months the principal is regularly at work in the school plant. *(Check the alternative which is most accurate.)*

- A. ☐ **Eleven months or more, full-time**
- B. ☐ **Ten months, full-time**
- C. ☐ **Nine months, full-time**
- D. ☐ **Eight months or fewer, full-time**
- E. ☐ **Part-time** *(Explain.)*____

13. **What number of the full-time professional instructional staff (teachers) in this school earn the following salaries?** *Do not include extra pay assignments.)*

A. Less than $4,000 for school year________________
B. $4,000 to $5,999 for school year________________
C. $6,000 to $7,999 for school year________________
D. $8,000 to $9,999 for school year________________
E. $10,000 to $11,999 for school year______________
F. $12,000 or above for school year________________

Question 13 instructions: *The total of lines A through F should equal the number of full time teachers in this school. (See question 8, line B, column (i).*

14. *Give the number of pupils in membership in the following classes and grades as of March 31, 1969 by ethnic group. If data are unavailable for this date, refer to General Instructions, item B, page 2. Do not include kindergarten, prekindergarten or Head Start as the lowest grade. Start with grade 1.*

Reporting date if not March 31, 1969________________

	(i) Total Number	(ii) Number Spanish Surnamed American	(iii) Number Negro	(iv) Number Anglo	(v) Number Other
A. Lowest grade in this school *(specify.)*					
B. Highest grade in this school *(specify.)*					
C. Classes for the mentally retarded					

15. *If this school housed grade 12, in the 1967-1968 school year, answer A, B, C, and D of this question. Otherwise, proceed to question 16.*

	(i) Number Spanish Surnamed American	(ii) Number Negro	(iii) Number Anglo	(iv) Number Other
A. How many pupils were graduated from this school from July 1, 1967 to June 30, 1968?				
B. Of "A" above, how many entered a two or four year college by March 31, 1969?				
C. Of "A" above, how many entered some post high school educational program other than a two or four year college by March 31, 1969? *(For example, beauty school, vocational school, or business school. Do not include military service.)*				
D. Of "A" above, how many entered military service prior to March 31, 1969?				

LEGEND: ***Unknown–UNK.; Estimate–EST.; Not Applicable–NA.; Not Available–?; None–0***

16. *For facilities listed below, give the information requested in columns (i) through (v). Do not include any given facility on more than one horizontal line. Count facilities only by their most frequent designation. (e.g., a room which is used predominantly as a science laboratory should not be counted as a classroom.)*

		(i) Total Number	(ii) Total pupil capacity (legal capacity)*	(iii) Number in need of replacement	(iv) Number adequately equipped for your program	(v) Year the greatest number were built or acquired
A.	**Cafetoriums (multi-purpose rooms designed for use as a combination cafeteria, auditorium and/or gymnasium)**					
B.	**Cafeterias**					
C.	**Auditoriums**					
D.	**Gymnasiums**					
E.	**Central libraries**					
F.	**Nurses offices (infirmaries)****					
G.	**Electronic language laboratories**					
H.	**Science laboratories**					
I.	**Shop rooms**					
J.	**Domestic science rooms**					
K.	**Portable classrooms** *(Do not include any rooms counted in A through J.)*					
L.	**Regular classrooms** *(Do not include any rooms counted in A through K.)*					
M.	**Swimming pools**					
N.	**Books in library** *(Round answer to nearest hundred. Do not count periodicals.)*					

***(ii) If legal capacity is not known, report the number of pupils who can be seated or can comfortably use facility.**

**** Pupil capacity means number of beds.**

17. ***Answer "Yes" or "No" to line A for each column. If you answer "Yes" to "A" for any column, please complete the questions in the rest of that column.***

		(i) English as a second language for the Spanish-speaking (instruction in English for those who know little or no English)	(ii) Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language)	(iii) Mexican American, Spanish American or Hispanic history or culture	(iv) Mexican and/or Spanish history and culture	(v) Remedial reading
A.	**Does this school offer this subject or course?**					
B.	**For how many years has this subject or course been taught at this school?**					
C.	**How many pupils are taking this subject or are enrolled in this course this year?** *(Include pupils of all ethnic backgrounds.)*					
D.	**How many Spanish Surnamed pupils are taking this subject or are enrolled in this course this year?**					
E.	**How many clock hours a week does this subject or course meet, per pupil, in the following grades: Kindergarten and/or Prekindergarten?**					
	1st grade?					
	2nd grade?					
	3rd grade?					
	4th grade?					
	5th grade?					

LEGEND: ***Unknown*****—UNK.;** ***Estimate*****—EST.;** *Not Applicable—NA.; Not Available—?; None—0*

17. (continued)	(i) English as a second language for the Spanish-speaking (instruction in English for those who know little or no English)	(ii) Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language)	(iii) Mexican American, Spanish American or Hispanic history or culture	(iv) Mexican and/or Spanish history and culture	(v) Remedial reading
6th grade?					
7th grade?					
8th grade?					
9th grade?					
10th grade?					
11th grade?					
12th grade?					
F. How many of the teachers who teach this subject or or course have had two or more courses (6 semester hours or more) in applicable subject matter?					
G. How many teachers teach this subject or course?					

18. *(Elementary schools only)* As of March 31, 1969 by ethnic group, how many pupils were:	(i) Number Spanish Surnamed American	(ii) Number Negro	(iii) Number Anglo	(iv) Number Other
A. Repeating the first grade this year?				
B. In the first grade, but two years or more overage for the first grade?				

19. Does this school discourage Mexican American pupils from speaking Spanish:

A. On the school grounds? Yes ☐*1* No ☐*2*

B. In the classroom (except Spanish class or Spanish Club)? Yes ☐*1* No ☐*2*

20. If you checked "Yes" to A or B above (question 19) in what way does this school discourage the speaking of Spanish? *(Check all which apply.)*

A. ☐ Requiring staff to correct those who speak Spanish

B. ☐ Suggesting that staff correct those who speak Spanish

C. ☐ Encouraging other pupils to correct those who speak Spanish

D. ☐ Providing pupil monitors to correct those who speak Spanish

E. ☐ Disciplining persistent speakers of Spanish

F. ☐ Utilizing other methods *(Specify.)* ____________________

21. Is there currently a written policy for this school regarding the use of Spanish? Yes ☐*1* No ☐*2* *If yes, please attach a copy of that policy and give us the date it became effective.* ____________________

FOR USCCR USE ONLY

LEGEND: *Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available*–?; *None*–0

22. **If you checked "No" to A or B in question 19, does this school encourage the speaking of Spanish (outside Spanish class or Spanish club)? Yes ☐** *1* **No ☐** *2*

23. **Does this school provide for:** *(Check all which apply.)*

A. ☐ School wide celebration of 16 de Septiembre?
B. ☐ Classroom celebration of 16 de Septiembre?
C. ☐ A unit or more on Mexican cooking in home economics classes?
D. ☐ Special units on Mexican American, Spanish American or Hispanic history in social studies programs?
E. ☐ Special assemblies dealing with Mexican or Spanish culture?
F. ☐ Other activities relative to Mexican Americans? *(Specify.)*____________________

24. **The following is a list of possible reasons for suspension:**

A. Violation of dress code or grooming code
B. Use of foul language
C. Disrespect for teachers
D. Destruction of school property
E. Truancy
F. Speaking Spanish
G. Smoking
H. Drug use
I. Tardiness
J. Consumption of alcohol
K. Fighting
L. Other *(Specify.)*____________________

For each ethnic group, list the letters of the five most common reasons for suspension in order of their importance.

Spanish Surnamed American	**Negro**	**Anglo**	**Other**
1.________	1.________	1.________	1.________
2.________	2.________	2.________	2.________
3.________	3.________	3.________	3.________
4.________	4.________	4.________	4.________
5.________	5.________	5.________	5.________

25. *(Elementary schools only)* **In this school, what number of Spanish Surnamed first graders speak English as well as the average Anglo first grader?**____________

26. *(Secondary schools only)* **List the number of pupils in the following offices and activities by ethnic group as of March 31, 1969, unless otherwise specified.**	**(i)** Number Spanish Surnamed American	**(ii)** Number Negro	**(iii)** Number Anglo	**(iv)** Number Other
A. **President of student body (highest elected or appointed student office)**				
B. **Vice-president of student body (second highest elected or appointed student office)**				
C. **Presidents of freshman, sophomore, junior, and senior classes**				
D. **Editorial staff of school paper**				
E. **Homecoming queen (or football queen), 1968.**				
F. **Homecoming queen's (or football queen's) court, 1968**				
G. **Cheer leaders (or song leaders)**				

27. **At which of the following times does this school normally hold PTA meetings?** *(Check one only.)*

A. ☐ Morning B. ☐ Afternoon C. ☐ Evening

LEGEND: ***Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available*–?; *None*–0**

28. **How often does the PTA meet?** *(Check the one which most accurately applies.)*

A. ☐ Weekly B. ☐ Monthly C. ☐ Quarterly D. ☐ Annually

29. **How many Spanish Surnamed adults attended the last regular PTA meeting (not a special program)?**________

30. **How many adults (include all ethnic groups) attended the last regular PTA meeting (not a special program)?**________

31. **In what language are notices to parents written?** *(Check one only.)*

A. ☐ English
B. ☐ Spanish
C. ☐ English and Spanish
D. ☐ Other *(Explain.)*________

32. **In what language are PTA meetings of this school conducted?** *(Check one only.)*

A. ☐ English
B. ☐ Spanish
C. ☐ English and Spanish
D. ☐ Other *(Explain.)*________

33. **Which one of the following best describes the practice for assigning pupils to this school?** *(Check one only.)*

A. ☐ Pupils residing in this attendance area attend this school with no or few transfers allowed.
B. ☐ Pupils residing in this attendance area generally attend this school but transfers are frequently allowed.
C. ☐ Pupils are assigned to this school on the basis of intelligence, achievement, or their program of study.
D. ☐ Any pupil residing in this school district may attend this school.
E. ☐ Some other practice is followed. *(Describe briefly.)*________

34. **What percent of the Spanish Surnamed pupils in this school come from families with a total annual income of:** ***(Estimate.)***

A. Below $3,000?________% B. Over $10,000?________%

35. **What percent of the Anglo pupils in this school come from families with a total annual income of:** ***(Estimate.)***

A. Below $3,000?________% B. Over $10,000?________%

36. **What percent of the Negro pupils in this school come from families with a total annual income of:** ***(Estimate.)***

A. Below $3,000?________% B. Over $10,000?________%

37. **What percent of the Other pupils in this school come from families with a total annual income of:** ***(Estimate.)***

A. Below $3,000?________% B. Over $10,000?________%

38. **What percent of the Spanish Surnamed pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?________%
B. 6 to 8 years?________%
C. Some high school?________%
D. High school graduate?________%
E. Some college?________%
F. College graduate?________%
G. Total 100 %

LEGEND: ***Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available*–?; *None*–0**

39. **What percent of the Anglo pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?________%
B. 6 to 8 years?________%
C. Some high school?________%
D. High school graduate?________%
E. Some college?________%
F. College graduate?________%
G. Total 100 %

40. **What percent of the Negro pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?________%
B. 6 to 8 years?________%
C. Some high school?________%
D. High school graduate?________%
E. Some college?________%
F. College graduate?________%
G. Total 100 %

41. **What percent of the Other pupils in this school come from families in which the highest educational attainment level of the head of the household is:** *(Estimate.)*

A. 0 to 5 years?________%
B. 6 to 8 years?________%
C. Some high school?________%
D. High school graduate?________%
E. Some college?________%
F. College graduate?________%
G. Total 100 %

42. **Does this school practice grouping or tracking?** **Yes** ☐*1* **No** ☐*2*

43. **If you answered "Yes" to question 42, for how many years has this school practiced grouping or tracking?**________

44. **If you answered "Yes" to question 42, at what grade level does this school start grouping or tracking?**________

45. *Rate each of the following criteria for grouping, tracking, or promotion according to its importance in this school.*

		(i) Very Important	(ii) Important	(iii) Of little Importance	(iv) Of no Importance
A.	**Scores on standardized achievement tests**				
B.	**IQ test results**				
C.	**Reading grade levels**				
D.	**Student scholastic performances (grades)**				
E.	**Emotional and physical maturity**				
F.	**Student interests and study habits**				
G.	**Parental preferences**				
H.	**Student preferences**				
I.	**Teacher referrals**				
J.	**Other** *(Specify.)*________				

Questions 46 thru 48 instructions: **Complete the following questions for grades 4, 8 and/or 12.** *If none of these grades are housed, complete these questions for your highest grade and in the space available indicate the grade for which data are supplied.*

LEGEND: ***Unknown*—UNK.; *Estimate*—EST.; *Not Applicable*—NA.; *Not Available* —?; *None*—0**

46. As of March 31, 1969, by ethnic group, how many pupils in this grade were:	Grade 4 or specify				Grade 8				Grade 12			
	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)
	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other
A. Reading more than three years below grade level?												
B. Reading more than two but not more than three years below grade level?												
C. Reading more than six months but not more than two years below grade level?												
D. Reading not more than six months below but not more than six months above grade level?												
E. Reading more than six months but not more than two years above grade level?												
F. Reading more than two years above grade level?												
G. Total number of pupils in this grade, *(the sum of lines A through F should equal the total number of pupils in this grade by ethnic group.)*												
H. Two years or more overage for this grade?												
I. Classified as having an IQ below 70?												
J. *(Secondary schools only)* Repeating one or more subjects this year?												
K. *(Elementary schools only)* Repeating the grade this year?												
L. Transferred to juvenile authorities this school year (prior to March 31, 1969) for causes related to the pupil's behavior?												
M. Suspended two or more times this school year (prior to March 31, 1969)?												
N. *(Secondary schools only)* Enrolled primarily in classes designed to prepare them for higher education?												

LEGEND: *Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available* –?; *None*–0

46. (continued)	Grade 4 or specify				Grade 8				Grade 12			
As of March 31, 1969, by ethnic group, how many pupils in this grade were:	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)	(i)	(ii)	(iii)	(iv)
	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other	Number Spanish Surnamed American	Number Negro	Number Anglo	Number Other
O. *(Secondary schools only)* **Enrolled primarily in classes designed to prepare them for immediate employment or for entrance into technical, vocational, or occupational schools?**												
P. *(Secondary schools only)* **Enrolled primarily in classes not designed for preparation of the activities mentioned in N or O above?**												
Q. *(Secondary schools only)* **Total of lines N, O, and P; the sum of lines N, O, and P should equal the total pupil membership in this grade by ethnic group.**												
R. **In average daily attendance during March 1969?** *(See question 3 for definition of ADA.)*												
S. **Enrolled in highest ability level of English class?**												
T. **Enrolled in lowest ability level of English class (excluding mentally retarded classes)?**												

LEGEND: *Unknown*—**UNK.**; *Estimate*—**EST.**; *Not Applicable*—**NA.**; *Not Available*—**?**; *None*—**0.**

		Grade 4 or specify	Grade 8	Grade 12
47.	Does this school group or track students according to ability or achievement in this grade?	A. ☐ Yes, for all students B. ☐ Yes, for highest achieving students only C. ☐ Yes, for lowest achieving students only D. ☐ Yes, for highest and lowest achieving students only E. ☐ Yes, some plan other than the above is followed. *(Specify.)* ____________ F. ☐ No	A. ☐ Yes, for all students B. ☐ Yes, for highest achieving students only C. ☐ Yes, for lowest achieving students only D. ☐ Yes, for highest and lowest achieving students only E. ☐ Yes, some plan other than the above is followed. *(Specify.)* ____________ F. ☐ No	A. ☐ Yes, for all students B. ☐ Yes, for highest achieving students only C. ☐ Yes, for lowest achieving students only D. ☐ Yes, for highest and lowest achieving students only E. ☐ Yes, some plan other than the above is followed. *(Specify.)* ____________ F. ☐ No
48.	If you checked A, B, C, D or E above (question 47) on any grade, check which of the following best describes the system of grouping in that grade.	A. ☐ Pupils are placed in a particular group and attend all classes within this group. B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject.	A. ☐ Pupils are placed in a particular group and attend all classes within this group. B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject.	A. ☐ Pupils are placed in a particular group and attend all classes within this group. B. ☐ Pupils may be in different groups for different subjects depending on their ability in that subject.

49. *Use the following space and additional pages, if necessary, to give us further comments relative to this questionnaire.*

LEGEND: *Unknown*–UNK.; *Estimate*–EST.; *Not Applicable*–NA.; *Not Available*–?; *None*–0

APPENDIX E:
SOUTHWESTERN SCHOOLS STUDY
SPRING 1972 SURVEY OF SCHOOL DISTRICTS--
SUPERINTENDENTS' QUESTIONNAIRE

SOUTHWESTERN SCHOOLS STUDY

School District Questionnaire

General Instructions

A *Part I of the questionnaire may be completed by someone officially designated by the superintendent. Part II must be completed by the superintendent*

B *All questions should be answered. Leave none blank. If for some reason an answer cannot be given, the following guidelines should be followed:*

1 *For questions to which the answer is "none" or "0" (zero), DO NOT LEAVE A BLANK; answer by writing "none" or "0". In the tables provided for figures, do not leave any cells blank. Place "0" where the cell is null*

2 *For questions to which answers cannot be obtained at all, write "not obtainable" and indicate why*

3 *For questions which are not applicable, write "NA" in the space provided for the answer*

C *Answer each question as of March 31, 1972, unless some other day is requested in the question. Where data are not available for March 31, give the answer for the nearest date for which data are available. If a date is used which is different from March 31 or the date requested in the question, please indicate which date is being used in the margin to the left of the question*

D INSTRUCTIONS FOR DETERMINING RACIAL OR ETHNIC GROUPINGS. *The following definitions are given of racial or ethnic groups identified in the questionnaire:*

1. SPANISH SURNAMED AMERICAN: *Persons considered in school or community to be of Mexican, Central American Cuban, Puerto Rican, Latin American, Hispanic American, or other Spanish-speaking origin. This group is often referred to as Mexican American, Spanish American, Latin American, or Chicano; local usage varies greatly. In this questionnaire the terms "Mexican American" and "Spanish Surnamed American" are used interchangeably.*

2. NEGRO: *Persons considered in school or community to be of Negroid or Black African origin*

3 ANGLO: *White persons not usually considered in school or community to be members of any of the above ethnic or racial categories or of American Indian or Oriental ancestry*

4. OTHER: *Persons considred as "non-Anglo" and who are not classified as Spanish Surnamed American or Negro. Include as "other" such persons as Orientals or American Indians*

OFFICIAL DISTRICT NAME ______________________________

DISTRICT MAILING ADDRESS ______________________________
Street address or P. O. Box Number

____
City County State Zip Code

TELEPHONE NUMBER (___) ______________
Area Code Number

NAME OF SUPERINTENDENT: ______________________________

SIGNATURE OF SUPERINTENDENT: ______________________ DATE: __________

NAME AND TITLE OF PERSON RESPONSIBLE FOR FILLING OUT PART I OF THIS QUESTIONNAIRE (IF OTHER THAN SUPERINTENDENT)

____
Name Title

SIGNATURE OF OFFICIAL DESIGNATED: ______________________ DATE: __________

If there are any questions regarding the filling out of any part of this questionnaire, please call station-to-station collect

Southwestern Schools Study
The University of Texas at El Paso
(915) 747-5390

The principal investigators thank you for your cooperation

Thomas Arciniega, Department of Educational Administration
Robert Brischetto, Department of Sociology

PART I. *This part of the questionnaire may be filled out by the superintendent or someone officially delegated by him.*

1. How many schools are there in the district?

A. Number elementary: ____________ B. Number secondary__________ C. Total number of schools_________

2. As of March 31, 1972, what was the total school district enrollment by ethnic group, and for each of the following grades:

	Number Spanish Surnamed	Number Negro	Number Anglo	Number Other	TOTAL
A. All Students in the District (all grades)					
B. Pre-school (e.g., Headstart)					
C. Kindergarten					
D. First Grade					
E. Fourth Grade					
F. Seventh Grade					
G. Eleventh Grade					
H. Twelfth Grade					

3. As of March 31, 1972, list the number of full-time (or full-time equivalent) personnel for the district, by ethnic group and educational background. (*Each person should be assigned in accordance with his major activity.*) Do NOT assign any individual to more than one row (i.e. position). If there are no personnel in a given cell, put a '0' in that cell — do not leave it blank.

	ETHNIC GROUP					EDUCATION		
	Total Number	Number Spanish Surnamed	Number Negro	Number Anglo	Number Other	Number with B. A.	Number with Masters	Number with Ph. D.
A. Superintendent								
B. Deputy, Associate or Assistant Superintendents								
C. School Principals								
D. Associate, Assistant or Vice-Principals								
E. Instructional Supervisors								
F. Federal Program Directors								
G. Community relations specialists								
H. Counselors								

4. Which best describes the location (city, town, or incorporated area) of this school district? (Check only one)

______(1) Less than 5,000 inhabitants

______(2) 5,000 to 49,999 inhabitants

______(3) 50,000 to 250,000 inhabitants

______(4) over 250,000 inhabitants

5. Which best describes the attendance area of this district? (Check only one)

______(1) a rural area ______(2) a town or city ______(3) a suburb

6. What is the ethnic composition of the city or town in which this school district is located?

A.______% Spanish-Surnamed
B.______% Negro
C.______% Anglo
D.______% Other
100 % Total

7. Is the school board in this district appointed or elected?

______(1) Appointed
______(2) Elected at large
______(3) Elected to single-member districts or wards
______(4) There is no school board in this district.

8. Using one line for each Board of Trustees member, list as specifically as possible the principal occupation of each with the chairman's occupation first. Then referring to the list below, determine which occupational code is appropriate for a given Board member. Indicate ethnic group, the number of years each has served on the Board, and years of education.

Occupation (Be specific)	Occupation Code Number*	Spanish Surnamed American	Negro	Anglo	Other	Yrs. on Board	Yrs. Schooling or highest degree
1.							
2.							
3.							
4.							
5							
6							
7.							
8							
9.							
10							
11.							

* 1. Business owners, officials & managers
2. Professional and technical services
3. Farmers
4. Sales and clerical
5. Skilled craftsmen, other skilled workers and foremen
6. Semi-skilled operators and skilled workers
7. Service workers
8. Housewives
9. Retired

9. *(For districts with high schools)*
How many students of each ethnic group took some form of college entrance examination during the 1970-71 school year in this district?

A. Number of Spanish-Surnamed__________
B. Number of Negroes:__________
C. Number of Anglos:__________
D. Number of others:__________
E. Total:__________

10. *(For districts with high schools)*
How far is this district from the nearest public junior (2-year) college within your state?

_____(1) There is a junior college in this district
_____(2) Less than 10 miles
_____(3) 11-25 miles
_____(4) 26-50 miles
_____(5) 51-100 miles
_____(6) 101-250 miles
_____(7) more than 250 miles

11. *(For districts with high schools)*
How far is this school district from the nearest public four year college within your state?

_____(1) There is a 4 year college in the district
_____(2) Less than 10 miles
_____(3) 11-25 miles
_____(4) 26-50 miles
_____(5) 51-100 miles
_____(6) 101-250 miles
_____(7) more than 250 miles

12. Do any schools in this district discourage the use of Spanish:

A. on the school grounds? _____(1) Yes _____(2) No
B. in the classroom (except Spanish classes)? _____(1) Yes _____(2) No

13. As of March 31, 1972, how many pupils in this district of each ethnic group are:
(If there are no pupils in a given cell, indicate by putting a "0" in that cell. Do not leave any cell blank. If you cannot get information for a particular cell, write "DK" or "Don't Know" in that cell.)

	Grade 4			Grade 8			Grade 12		
	M-A	Negro	Anglo	M-A	Negro	Anglo	M-A	Negro	Anglo
A. Reading more than three years below grade level:									
B. Reading more than two but not more than three years below grade level:									
C. Reading more than six months but not more than two years below grade level:									
D. Reading no less than six months below grade level (i.e. all others)									
E. Repeating the grade this year:									
F. Enrolled primarily in classes designed to prepare them for higher education.									
G. Enrolled primarily in classes designed to prepare them for immediate employment or entrance into vocational school									

14. How many students of each ethnic group were suspended for more than three days during the 1971-72 school year in this district?
A. Number of Spanish-Surnamed:________
B. Number Negroes:________
C. Number Anglos:________
D. Number other:________
E. Total Number________

15. If the program in any column (i-iv) was offered in this district during 1971-72, please complete the questions A-E of that column. For those progrms not offered, place 0's in part A under the appropriate column. Do not leave any cells blank. .

		i English as second language for Spanish speaking (instruction in English for those who know little or no English)	ii Bilingual education (instruction in both Spanish and English so that the mother tongue is strengthened concurrent with the pupil learning a second language.)	iii M-A or Chicano studies courses other than Bilingual or ESL courses	iv Remedial Reading
A. Number of schools in this district offering this program	Elementary Level				
	Secondary Level				
B. How many pupils of Spanish surname are enrolled in this program this year?	Elementary Level				
	Secondary Level				
C. How many Non-Spanish surnamed pupils are enrolled in this program this year?	Elementary Level				
	Secondary Level				
D. Number of Spanish surnamed teachers in in-service training in the 1971-72 school year? (excluding summer)					
E. Number of Non-Spanish surnamed teachers in in-service training during the 1971-72 school year (excluding summer)?					

16. How many pupils of each ethnic group in this district during the 1971-72 school year are enrolled in classes for the educable mentally retarded (EMR classes) or other special education classes for slow learners?

A. Number of Spanish-surnamed________

B. Number Negro________

C. Number Anglo________

D. Number other________

E. Total Number________

17. Does this district have any schools in which grouping or tracking is practiced? *(Note: This does not refer to grouping within classrooms.)* Check all those which apply:
_____A. No. *(Go on to question 19)*.

_____B. Yes, pupils are assigned to a particular ability of achievement group and attend all classes within this group. How many schools?_____

_____C. Yes, pupils are assigned to different homogeneously grouped classes for different subjects. How many schools?

18. Which of the following criteria are used for grouping or tracking in this district? In the space provided on the left check all the criteria used in this district. For those checked, in the space on the right, indicate which are considered "1st", "2nd", and "3rd" most important

______A. Scores on standard achievement tests	A.______
______B. IQ test results	B.______
______C. Reading grade levels	C.______
______D. Student scholastic performance (grades)	D.______
______E. Emotional and physical maturity	E.______
______F. Students interests and study habits	F.______
______G. Parental preferences	G.______
______H. Student preferences	H.______
______I. Teacher referrals	I.______
______J. Other, (specify)______________________	J.______

19 List the federally funded programs for disadvantaged pupils in this district along with the amount of federal funding. (List in order from the largest to the smallest cost program. Attach separate sheet if necessary)

Title of Act under which program is funded	Type of Program	Amount of federal funding

20 What number of full-time instructional staff (teachers) in this district earn the following salaries? (Do not include extra pay assignments)

A Less than $4,000 for the school year: ________

B $4,000 to $5,999: ________

C $6,000 to $7,999: ________

D. $8,000 to $9,999: ________

E. $10,000 to $11,999: ________

F. $12,000 or above: ________

G. Total number of teachers in district: ________

H. Median salary for full-time teachers in district $________

22. How much of this district's total revenue during the fiscal year 1971 was from:

A. Local sources? $________

B. State sources? $________

C. Federal sources? $________

D. Total expenditures for 1971: $________

23. How many schools in this district received ESEA, Title I funds during the current (1971-72) school year?____

24. What would you estimate is the percent of pupils of each ethnic group in this district from families with a tota income below the poverty level as defined by the federal government?

A Percent of Spanish-Surnamed pupils: ________%

B. Percent of Negro pupils: ________%

C Percent of Anglo pupils: ________%

D. Percent of all other pupils in the district: ________%

E. Percent of all pupils in the district: ________%

25. Has this district appointed, elected or recognized a district-wide voluntary advisory board (or committee) on Me American educational affairs or problems, which has held meetings this school year? (Check one only)

____(1) No, (go to question 29)

____(2) Yes, but it has not yet met this year

____(3) Yes, it has met only once this year

____(4) Yes, it has met for a total of two to five times this year

____(5) Yes, it has met for a total of six to fifteen times this year

____(6) Yes, it has met for a total of more than fifteen times this year

26. How many members of this advisory board are:

	Number Spanish Surnamed	Number Non-Spanish Surnamed
A Administrators in the schools?		
B Teachers in the schools?		
C Parents?		
D. Pupils?		
E. Other? (Specify:____________)		
F. Total number of members:		

27 If you answered "Yes" to question 25, what actions, programs or policies has the committee recommended durin the 1971-72 school year? (Check all which apply)

A ____ Ethnic balance in schools

B ____ In-service teacher training in Mexican-American history or culture, or in bilingual education, or in Eng as a second language

C. ____ Employment of Spanish-Surnamed teachers or administrators.

D. ____ Pupil exhcange programs with other districts or schools.

E. ____ Expanded PTA activities relative to Mexican-Americans

F. ____ Changes in curriculum to make it more relevant for Mexican Americans.

G.______ Bilingual-bicultural organization in a school or the school system.

H______ Improved school-community relations.

I. ______ Better physical facilities

J. ______ Use of teacher aids

K. ______ Utilization of community aids in guidance services

L.______ Development of suitable instruments for accurately measuring the intelligence and achievement of Mexican-American pupils.

M. ______ Dissemination of information relative to the availability of scholarships.

N.______ Courses (or more courses) in bilingual-bicultural education.

O.______ Others (Specify)____
____)

28 How many of these suggestions have been implemented? (Check all those which have already been implemented.)

A. ______
B ______
C. ______
D ______
E. ______
F.______
G. ______
H.______
I. ______
J. ______
K. ______
L. ______
M.______
N ______
O.______

29. Has this district employed consultants on Mexican-American educational affairs or problems this school year? (check only one)

______(1) No
______(2) Yes for a total of one day only
______(3) Yes, for a total of two to four days.
______(4) Yes, for a total of five to seven days.
______(5) Yes, for a total of eight to ten days.
______(6) Yes, for a total of more than ten days.

30. How many secondary schools in this district have recognized Chicano or Mexican-American student organizations?______

31 How many secondary schools in this district have recognized Black student organizations?______________

32. Considering all the schools in your district, how many PTA presidents are there of each ethnic group?

A. Number Spanish-surnamed: ________
B. Number Negro: ________
C. Number Anglo: ________
D Number Other: ________
Total Number ________

33. What was the total per pupil expenditure in this district for the 1971 fiscal year excluding capital outlay and debt payments?

A. Elementary level: $__________
B. Secondary level: $__________
C. Per pupil expenditures for all levels: $__________

Part II: FOR SUPERINTENDENTS ONLY

Introduction: This section of the questionnaire is designed to elicit the opinions of superintendents and other educational leaders on diverse views currently being expressed about the educational needs of Mexican-Americans. Some of the questions obviously present extreme positions We consider it important to provide you, the public education leaders, with the opportunity to react as a group to these views We urge you to complete all the questions that follow Please realize that your responses will remain anonymous

1. In your opinion, which of the following would be the best means of funding school districts? (choose only one)

______A. Property tax within districts

______B Property tax within areas larger than districts (e g statewide or countywide property tax)

______C. State income tax.

______D. Income or payroll tax on the local level

______E. Sales or gross receipts tax on the local level

______F. Federal income tax increase to pay for education

2. Which of the following policies on busing of elementary school children to achieve an ethnic balance between Anglo and Mexican-American pupils represents the best educational practice in your estimation?

______A. Children should not be bused to another school other then their neighborhood school

______B Children should be bused to another school only to relieve over-crowding.

______C.Mexican-American children should be bused to another school in order to achieve ethnic balance

______D. Both Anglo and Mexican American children should be bused to schools with predominantly different ethnic composition to achieve ethnic balance.

3. Which of the following policies on neighborhood elementary schools in predominantly Anglo and predominantly Mexican-American areas represents the best educational practice, in your estimation?

______A. Neighborhood elementary schools should be maintained regardless of any ethnic imbalance produced.

______B Neighborhood elementary schools should be maintained, but where possible some device, such as reducing the grade span of schools, pairing schools, or another practice, should be used to promote ethnic balance.

______C. Ethnic balance should be achieved regardless of whether it requires the elimination of neighborhood schools.

4. Which of the following best describes the practices for the assignment of elementary school pupils in this school district? (Do not consider trainable, educable, or physically handicapped.)

______A.All pupils in a particular geographic area attend the elementary school for that area with no or few transfers.

______B. Pupils in a particular geographic area are generally assigned to the elementary school serving that area, but transfers to another school are frequently allowed.

______C. Pupils are assigned to certain schools on the basis of achievement or some other academic standard.

______D. Students attend any school of their choice within the district.

______E. Some other practice is followed: Specify:____

____

5 Do you believe there is a sound basis in educational policy for giving special programs to culturally different students at extra cost per pupil?

______A. Yes ______B. No ______C. Undecided

6. In your opinion, what sort of an effect have Chicano student protests had in bringing about favorable changes in the school systems of the Southwest?

______A Very positive ______B Somewhat positive ______C. Uncertain ______D Somewhat negative ______E Very negati

7. Which of the following more nearly describes instruction for Spanish-Speaking pupils on the pre-school or elementary level in the district?

______A. Using Spanish as the medium of instruction in most subjects and teaching English as a school subject.

______B. Using Spanish and English interchangeably as a medium of instruction to achieve proficiency in both

______C. Using Spanish until a course or program in English as a second language is well underway, then English is gradually introduced for instruction.

______D. Using English as the medium of instruction and Spanish only for clarification until students acquire a working knowledge of English themselves.

______E. Using English only.

8. Of the pupils of Spanish-surname in your district schools, what percent entering first grade would you estimate:

A. Speak only Spanish, no English	________%
B. Some English, but not as well as the average Anglo first grader:	________%
C. Speak English as well as the average Anglo first grader:	________%
	100 %

9 Give your opinion of the worth, value, and appropriateness of the following programs for meeting the needs of Mexican American students:

A. Bilingual/Bicultural Education

B. Chicano Studies

C. Headstart and other early childhood educational programs.

10. Which of the following *more closely* approximates your concept of the *ideal* school system for meeting the educational needs of Mexican-American students? Please read the descriptions of all four types of school systems before making your selection *Choose only one:*

☐ **SCHOOL SYSTEM A**

Educational Goals:

The educational goals of this school system are based on the need to promote, enhance, and glorify Mexican American cultural traditions Mexican American life styles are to be reinforced and supported because they provide the most appropriate direction to a satisfying life

Description:

Spanish is the primary language of this school system. Non-Spanish speakers would be provided with Spanish as a Second Language program to help them overcome their deficit Educational programs would emphasize the cultural and historical tradition of the Chicano in U. S. Society. Schools for Mexican Americans would be encouraged as long as these were controlled and staffed by Chicano educators.

☐ **SCHOOL SYSTEM B**

Educational Goals:

The educational goals of this school system are based on the need to assist Mexican Americans and other minority groups to learn and incorporate through education the *American values and traditions* of the majority culture. Schools must help overcome the negative deprivation effects of pupils' environment, i.e. home, family, low-economic status, and culture.

Description:

Compensatory education programs are offered to help Mexican American students overcome their language and other handicaps. Bilingual Education and English as a Second Language programs would be offered to assist the Mexican-American student to learn and use English which is the primary language of the school and this society. Other compensatory education programs such as basic skill development, parent education, remedial reading, etc., would likewise need to be offered to assist the child to overcome the negative effects of low economic status, home, family, and cultural background.

☐ **SCHOOL SYSTEM C**

Educational Goals:

The educational goals of this school system are based on the need to develop schools which promote cultural pluralism. Bicultural schools and a bicultural curriculum are essential basic elements of this school system.

Description:

English and Spanish are utilized as media of instruction in all or most classrooms. Both Anglo and Mexican American students would be enrolled in the bicultural curriculum. The emphasis initially in the school system is to adapt the present school system to meet the needs of culturally different students. The assumption is that the schools must be obligated to change and adapt their methods and structure to better serve the culturally different clientele. Thus, changing the school is the top priority rather than changing the child to "fit" the school as it presently exists. Schools are to be representative of the communities they serve in the ratio of Mexican American administrators, teachers, and counselors. There will be special emphasis placed on the developing schools as microcosms of the "ideal" culturally pluralistic society.

☐ **SCHOOL SYSTEM D**

Educational Goals:

The educational goals of this school system are based on the need to completely restructure the present system of public education because it has been part of the oppressive national structure and simultaneously to develop ways of redistributing wealth, power, and privilege in American Society

Description:

School systems as they presently exist need to be completely restructured because they have been imposing internal colonialistic conditions on the Mexican Americans. Education must be organized to liberate and free Mexican-Americans from an oppressed condition. Basic changes in the economic and political systems must also be made such that wealth and political power are equalized in society Alternatives to present schools are to be encouraged and attempted. The emphasis is on education to counter the negative effects of present conditions in society.

11. Which of the systems described above best *approximates* the situation in your school district? Choose one:

_____A. _____B _____C _____D

Instructions: Place a check mark (✓) to indicate the strength of your agreement or disagreement with the following statements:

12. A principal responsibility of our schools is to assist Mexican Americans through education to learn and internalize the goals and values of the majority society in order to remediate the negative effects of their home and cultural background.

Strongly Agree	Agree	Agree in part	No Opinion	Disagree in part	Disagree	Strongly Disagree

13 Mexican Americans must be given control of their schools because only Mexican Americans can shape valid educational programs for Mexican American students

Strongly Agree	Agree	Agree in part	No Opinion	Disagree in part	Disagree	Strongly Disagree

14. The best way to meet the educational needs of Mexican American students is to develop schools which provide bi-cultural education programs for all students (Anglo, Mexican American, etc.)

Strongly Agree	Agree	Agree in part	No opinion	Disagree in part	Disagree	Strongly Disagree

15 The best way to meet the educational needs of Mexican American students is to *do away with* the system of education as it presently exists in this country because it has been part of an oppressive national structure.

Strongly Agree	Agree	Agree in part	No opinion	Disagree in part	Disagree	Strongly Disagree

16 The best way to meet the educational needs of Mexican American students is to develop schools for them in which Spanish is made the primary language and where basic goals of the school will be to promote, enhance, and glorify Mexican American and La Raza cultural traditions.

Strongly Agree	Agree	Agree in part	No Opinion	Disagree in part	Disagree	Strongly Disagree

17 The educational needs of Mexican Americans cannot be met without major reorganization of our present school system, i e., curriculum reform, more equitable ratio of Mexican American teachers, administrators, and counselors, greater Mexican American community participation, etc.

Strongly Agree	Agree	Agree in part	No Opinion	Disagree in part	Disagree	Strongly Disagree

18. Schools as they presently exist must *be done away* with because they are racist institutions and there is need to find new ways to educate our children.

Strongly Agree	Agree	Agree in part	No Opinion	Disagree in part	Disagree	Strongly Disagree

19. The best way to meet the educational needs of Mexican American students is to develop schools which offer programs designed to help Mexican American students overcome their language and cultural disadvantages.

Agree Strongly	Agree	Agree in part	No Opinion	Disagree in part	Disagree	Strongly Disagree

Now we would like to ask some questions about you as superintendent

20. Your age:____________

21. Your sex: ______(1) Male ______(2) Female

22. Number of school years you will have been superintendent of this district as of June, 1972:____________

23. What will be the total annual salary you will receive from this school system during 1972?

______(1) Below $5 000
______(2) $5,000 to $6,999
______(3) $7,000 to $8,999
______(4) $9,000 to $10,999
______(5) $11,000 to $12,999
______(6) $13,000 to $15,999
______(7) $16,000 to $19.999
______(8) $20,000 to $24,999
______(9) $25,000 to $29.999
______(10) $30,000 to $34, 999
______(11) $35,000 to $40,000
______(12) over $40,000

24 Were you appointed or elected superintendent of this district?

______(1) Appointed ______(2) Elected

25. What was your highest degree?__________ In what field?____________________

26 How long have you lived in this town?______________________________

27 Where did you spend most of your childhood?______________________________

28. If you have any comments to add about your school district or any aspect of this questionnaire, make them here:

APPENDIX F: DATA BANK

1. File of HEW Fall 1968 Survey of School Districts Data
2. File of HEW Fall 1968 Survey of Schools Data
3. File of U.S. Commission on Civil Rights Spring 1969 Survey of Schools Data
4. File of U.S. Commission on Civil Rights Spring 1969 Survey of School Districts Data,
   Southwestern Schools Study Spring 1972 Survey of School Districts Data, and
   Change Variables, 1969-1972

1968-69 HEW DISTRICT STUDY (1128 DISTRICTS)

INPUT FORMAT (F4,F2,F4,F3,2F1,4A10,F1,11F6/12F6,8F6.1/8F6.1)

Var. Format	Var.#	Variable Name	File Date
F4	VAR001,	DISTRICT IDENTIFICATION CODE	1969/
F2	VAR002,	STATE CODE	1969/
F4	VAR003,	COUNTY CODE	1969/
F3	VAR004,	DISTRICT CODE	1969/
F1	VAR005,	SUPPLEMENTAL CODE	1969/
F1	VAR006,	SAMPLING CODE	1969/
A10	VAR007,	DISTRICT NAME- PART 1	1969/
A10	VAR008,	DISTRICT NAME- PART 2	1969/
A10	VAR009,	DISTRICT NAME- PART 3	1969/
A10	VAR010,	DISTRICT NAME- PART 4	1969/
F1	VAR011,	HEW COMPLIANCE CODE	1969/
F6	VAR012,	NUMBER OF SCHOOLS IN SYSTEM	1969/
F6	VAR013,	TOTAL ENROLLMENT	1969/
F6	VAR014,	NO AMERICAN INDIAN ENROLLMENT	1969/
F6	VAR015,	NO NEGRO ENROLLMENT	1969/
F6	VAR016,	NO ORIENTAL ENROLLMENT	1969/
F6	VAR017,	NO SPANISH AMERICAN ENROLLMENT	1969/
F6	VAR018,	TOTAL TEACHERS ASSIGNED TO ONE SCHO	1969/
F6	VAR019,	NO INDIAN TEACH ASSIGN TO ONE SCH	1969/
F6	VAR020,	NO NEGRO TEACH ASSIGNED TO ONE SCH	1969/
F6	VAR021,	NO ORIENTAL TEACH ASSIGN TO ONE SCH	1969/
F6 /	VAR022,	NO SA TEACH ASSIGN TO ONE SCHOOL	1969/
F6	VAR023,	TOTAL TEACHERS MORE THAN ONE SCHOOL	1969/
F6	VAR024,	NO INDIAN TEACH MORE THAN ONE SCH	1969/
F6	VAR025,	NO NEGRO TEACH MORE THAN ONE SCH	1969/
F6	VAR026,	NO ORIENTAL TEACH MORE THAN ONE SCH	1969/
F6	VAR027,	NO SA TEACH MORE THAN ONE SCHOOL	1969/
F6	VAR028,	TOTAL INSTRUCTIONAL STAFF	1969/
F6	VAR029,	NO AM INDIAN INSTR STAFF	1969/
F6	VAR030,	NO NEGRO INSTR STAFF	1969/
F6	VAR031,	NO ORIENTAL INSTR STAFF	1969/
F6	VAR032,	NO SPANISH AMERICAN INSTR STAFF	1969/
F6	VAR033,	WEIGHT FACTOR	1969/
F6	VAR034,	TOTAL ADA	1969/
F6.1	VAR035,	PERCENT AM INDIAN ENROLLMENT	1969/
F6.1	VAR036,	PERCENT NEGRO ENROLLMENT	1969/
F6.1	VAR037,	PERCENT ORIENTAL ENROLLMENT	1969/
F6.1	VAR038,	PERCENT SPANISH AM ENROLLMENT	1969/
F6.1	VAR039,	PER INDIAN TEACH ASSIGNED TO ONE SC	1969/
F6.1	VAR040,	PER NEGRO TEACH ASSIGNED TO ONE SCH	1969/
F6.1	VAR041,	PER ORIENTAL TEACH ASSIGN TO ONE SC	1969/
F6.1/	VAR042,	PER SA TEACH ASSIGNED TO ONE SCHOOL	1969/
F6.1	VAR043,	PER INDIAN TEACH MORE THAN ONE SCH	1969/
F6.1	VAR044,	PER NEGRO TEACH MORE THAN ONE SCH	1969/
F6.1	VAR045,	PER ORIENTAL TEACH MORE THAN ONE SC	1969/
F6.1	VAR046,	PER SA TEACH MORE THAN ONE SCHOOL	1969/
F6.1	VAR047,	PER AM INDIAN INSTR STAFF	1969/
F6.1	VAR048,	PER NEGRO INSTR STAFF	1969/
F6.1	VAR049,	PER ORIENTAL INSTR STAFF	1969/
F6.1)	VAR050,	PER SPANISH AMERICAN INSTR STAFF	1969/

1968-69 HEW SCHOOLS STUDY (1066 SCHOOLS)

```
INPUT FORMAT   (F2,F4,F3,10X,F1,4A10,F6,11F6.1/22F6.1/17F6.1,5F6/19F6)

F2           VAR001,STATE CODE
F4           VAR002,COUNTY CODE                                S69/
F3,10X       VAR003,DISTRICT CODE                              S69/
F1           VAR004,SAMPLING CODE                              S69/
A10          VAR005,SCHOOL NAME PART 1                         S69/
A10          VAR006,SCHOOL NAME PART 2                         S69/
A10          VAR007,SCHOOL NAME PART 3                         S69/
A10          VAR008,SCHOOL NAME PART 4                         S69/
F6           VAR009,NUMBER OF SCHOOL                           S69/
F6.1         VAR010,NUMBER OF CAMPUSES                         S69/
F6.1         VAR011,TOTAL ENROLLMENT                           S69/
F6.1         VAR012,PCT INDIAN ENROLLED                        S69/
F6.1         VAR013,PCT NEGRO ENROLLED                         S69/
F6.1         VAR014,PCT ORIENTAL ENROLLED                      S69/
F6.1         VAR015,PCT SSA ENROLLED                           S69/
F6.1         VAR016,TOTAL PRINCIPALS                           S69/
F6.1         VAR017,PCT INDIAN PRINCIPALS                      S69/
F6.1         VAR018,PCT NEGRO  PRINCIPALS                      S69/
F6.1         VAR019,PCT ORIENT PRINCIPALS                      S69/
F6.1/        VAR020,PCT CHICANO RINCIPALS                      S69/
F6.1         VAR021,TOTAL VICE PRINCIPALS                      S69/
F6.1         VAR022,PCT INDIAN VICE PRINCIPALS                 S69/
F6.1         VAR023,PCT NEGRO VICE PRINCIPALS                  S69/
F6.1         VAR024,PCT ORIENTAL VICE PRINCIPALS               S69/
F6.1         VAR025,PCT SSA VICE PRINCIPALS                    S69/
F6.1         VAR026,TOTAL TEACHERS                             S69/
F6.1         VAR027,PCT INDIAN TEACHERS                        S69/
F6.1         VAR028,PCT NEGRO TEACHERS                         S69/
F6.1         VAR029,PCT ORIENTAL TEACHERS                      S69/
F6.1         VAR030,PCT SSA TEACHERS                           S69/
F6.1         VAR031,TOTAL OTHER INSTR STAFF                    S69/
F6.1         VAR032,PCT INDIAN OTHER INSTR STAFF               S69/
F6.1         VAR033,PCT NEGRO OTHER INSTRU STAFF               S69/
F6.1         VAR035,PCT SSA OTHER INSTR STAFF                  S69/
F6.1         VAR036,TOTAL PROFESSIONAL STAFF                   S69/
F6.1         VAR037,PCT INDIAN PROFES STAFF                    S69/
F6.1         VAR038,PCT NEGRO PROFES STAFF                     S69/
F6.1         VAR039,PCT ORIENTAL PROFES STAFF                  S69/
F6.1         VAR040,PCT SSA PROFESSIONAL STAFF                 S69/
F6.1         VAR041,WEIGHT FACTOR                              S69/
F6.1/        VAR042,HEW COMPLIANCE CODE                        S69/
F6.1         VAR043,ADA                                        S69/
F6.1         VAR044,PRE-KINDERGARTEN HOUSED                    S69/
F6.1         VAR045,KINDERGARTEN     HOUSED                    S69/
F6.1         VAR046,GRADE  1         HOUSED                    S69/
F6.1         VAR047,GRADE 2          HOUSED                    S69/
```

```
F6.1        VAR048,GRADE 3        HOUSED              S69/
F6.1        VAR049,GRADE 4        HOUSED              S69/
F6.1        VAR050,GRADE 5        HOUSED              S69/
F6.1        VAR051,GRADE 6        HOUSED              S69/
F6.1        VAR052,GRADE 7        HOUSED              S69/
F6.1        VAR053,GRADE 8        HOUSED              S69/
F6.1        VAR054,GRADE 9        HOUSED              S69/
F6.1        VAR055,GRADE 10       HOUSED              S69/
F6.1        VAR056,GRADE 11       HOUSED              S69/
F6.1        VAR057,GRADE 12       HOUSED              S69/
F6.1        VAR058,UNGRADED                           S69/
F6.1        VAR059,TOTAL GRADES HOUSED                S69/
F6          VAR060,NO INDIAN ENROLLED                 S69/
F6          VAR061,NO NEGRO ENROLLED                  S69/
F6          VAR062,NO ORIENTAL ENROLLED               S69/
F6          VAR063,NO SSA ENROLLED                    S69/
F6  /       VAR064,NO INDIAN PRINCIPALS               S69/
F6          VAR065,NO NEGRO PRINCIPALS                S69/
F6          VAR066,NO ORIENTAL PRINCIPALS             S69/
F6          VAR067,NO SSA PRINCIPALS                  S69/
F6          VAR068,NO INDIAN VICE PRINCIPALS          S69/
F6          VAR069,NO NEGRO VICE PRINCIPALS           S69/
F6          VAR070,NO ORIENTAL VICE PRINCIPALS        S69/
F6          VAR071,NO SSA VICE PRINCIPALS             S69/
F6          VAR072,NO INDIAN TEACHERS                 S69/
F6          VAR073,NO NEGRO TEACHERS                  S69/
F6          VAR074,NO ORIENTAL TEACHERS               S69/
F6          VAR075,NO SSA TEACHERS                    S69/
F6          VAR076,NO INDIAN OTHER INSTR STAFF        S69/
F6          VAR077,NO NEGRO OTHER INSTR STAFF         S69/
F6          VAR078,NO ORIENTAL OTHER INSTR STAFF      S69/
F6          VAR079,NO SSA OTHER INSTR STAFF           S69/
F6          VAR080,NO INDIAN PROFES STAFF             S69/
F6          VAR081,NO NEGRO PROFES STAFF              S69/
F6          VAR082,NO ORIENTAL PROFES STAFF           S69/
F6  )       VAR083,NO SSA PROFES STAFF                S69/
```

1969 SCHOOLS STUDY (1166 SCHOOLS)

```
INPUT FORMAT   (F2,F4,F3,10X,F1,4A10,12F6.1/22F6.1/17F6.1/2(22F6.1/),
               2(22F6.1/),20F6.1/15F6.1/14F6.1/6(20F6.1/),7F6.1(21F6.1/),
               11F6.1,6X,8F6.1/3(18F6.1/),13(20F6.1/),6F6.1)

F2          VAR001,STATE CODE
F4          VAR002,COUNTY CODE                              S69/
F3,10X      VAR003,DISTRICT CODE                            S69/
F1          VAR004,SAMPLING CODE                            S69/
A10         VAR005,SCHOOL NAME PART 1                       S69/
A10         VAR006,SCHOOL NAME PART 2                       S69/
A10         VAR007,SCHOOL NAME PART 3                       S69/
A10         VAR008,SCHOOL NAME PART 4                       S69/
F6.1        VAR009,NUMBER OF SCHOOL                         S69/
F6.1        VAR010,NUMBER OF CAMPUSES                       S69/
F6.1        VAR011,TOTAL ENROLLMENT                         S69/
F6.1        VAR012,PCT INDIAN ENROLLED                      S69/
F6.1        VAR013,PCT NEGRO ENROLLED                       S69/
F6.1        VAR014,PCT ORIENTAL ENROLLED                    S69/
F6.1        VAR015,PCT SSA ENROLLED                         S69/
F6.1        VAR016,TOTAL PRINCIPALS                         S69/
F6.1        VAR017,PCT INDIAN PRINCIPALS                    S69/
F6.1        VAR018,PCT NEGRO  PRINCIPALS                    S69/
F6.1        VAR019,PCT ORIENT PRINCIPALS                    S69/
F6.1/       VAR020,PCT CHICANO RINCIPALS                    S69/
F6.1        VAR021,TOTAL VICE PRINCIPALS                    S69/
F6.1        VAR022,PCT INDIAN VICE PRINCIPALS               S69/
F6.1        VAR023,PCT NEGRO VICE PRINCIPALS                S69/
F6.1        VAR024,PCT ORIENTAL VICE PRINCIPALS             S69/
F6.1        VAR025,PCT SSA VICE PRINCIPALS                  S69/
F6.1        VAR026,TOTAL TEACHERS                           S69/
F6.1        VAR027,PCT INDIAN TEACHERS                      S69/
F6.1        VAR028,PCT NEGRO TEACHERS                       S69/
F6.1        VAR029,PCT ORIENTAL TEACHERS                    S69/
F6.1        VAR030,PCT SSA TEACHERS                         S69/
F6.1        VAR031,TOTAL OTHER INSTR STAFF                  S69/
F6.1        VAR032,PCT INDIAN OTHER INSTR STAFF             S69/
F6.1        VAR033,PCT NEGRO OTHER INSTRU STAFF             S69/
F6.1        VAR034,PCT ORIENTAL OTHER INSTRU STAFF          S69/
F6.1        VAR035,PCT SSA OTHER INSTR STAFF                S69/
F6.1        VAR036,TOTAL PROFESSIONAL STAFF                 S69/
F6.1        VAR037,PCT INDIAN PROFES STAFF                  S69/
F6.1        VAR038,PCT NEGRO PROFES STAFF                   S69/
F6.1        VAR039,PCT ORIENTAL PROFFS STAFF                S69/
F6.1        VAR040,PCT SSA PROFESSIONAL STAFF               S69/
F6.1        VAR041,WEIGHT FACTOR                            S69/
F6.1/       VAR042,HEW COMPLIANCE CODE                      S69/
F6.1        VAR043,ADA                                      S69/
F6.1        VAR044,PRE-KINDERGARTEN HOUSED                  S69/
                                                            S69/
```

```
F6.1           VAR045,KINDERGARTEN      HOUSED                     S69/
F6.1           VAR046,GRADE  1          HOUSED                     S69/
F6.1           VAR047,GRADE 2           HOUSED                     S69/
F6.1           VAR048,GRADE 3           HOUSED                     S69/
F6.1           VAR049,GRADE 4           HOUSED                     S69/
F6.1           VAR050,GRADE 5           HOUSED                     S69/
F6.1           VAR051,GRADE 6           HOUSED                     S69/
F6.1           VAR052,GRADE 7           HOUSED                     S69/
F6.1           VAR053,GRADE 8           HOUSED                     S69/
F6.1           VAR054,GRADE 9           HOUSED                     S69/
F6.1           VAR055,GRADE 10          HOUSED                     S69/
F6.1           VAR056,GRADE 11          HOUSED                     S69/
F6.1           VAR057,GRADE 12          HOUSED                     S69/
F6.1           VAR058,UNGRADED                                     S69/
F6.1/          VAR059,TOTAL GRADES HOUSED                          S69/
F6.1           VAR060,PS CATEGORY INDEX                            S69/
F6.1           VAR061,SS CATEGORY INDEX                            S69/
F6.1           VAR062,SIGNATURE DATE                               S69/
F6.1           VAR063,RECEIVED TITLE I FUNDS                       S69/
F6.1           VAR064,SPECIAL SCHOOL                               S69/
F6.1           VAR065,ADA                                          S69/
F6.1           VAR066,ADA DATE CODE                                S69/
F6.1           VAR067,LOCALITY SIZE                                S69/
F6.1           VAR068,RURAL,SUBURBAN,URBAN                         S69/
F6.1           VAR069,1000 SQ FT PLAY AREA                         S69/
F6.1           VAR070,DOUBLE SESSIONS                              S69/
F6.1           VAR071,ETHNICITY OF PRINCIPAL                       S69/
F6.1           VAR072,EDUCATION OF PRINCIPAL                       S69/
F6.1           VAR073,YRS EXPERIENCE OF PRINCIPAL                  S69/
F6.1           VAR074,TOTAL ASST PRINCIPALS                        S69/
F6.1           VAR075,PCT SSA ASST PRINCIPALS                      S69/
F6.1           VAR076,PCT NEGRO ASST PRINCIPALS                    S69/
F6.1           VAR077,PCT ANGLO ASST PRINCIPALS                    S69/
F6.1           VAR078,PCT OTHER ASST PRINCIPALS                    S69/
F6.1           VAR079,PCT  ASST PRIN WITH BA                       S69/
F6.1           VAR080,PCT ASST PRIN WITH MA                        S69/
F6.1/          VAR081,PCT ASST PRIN WITH PHD                       S69/
F6.1           VAR082,PCT ASST PRIN WITH LESS 5 YRS EXP            S69/
F6.1           VAR083,PCT ASST PRIN WITH MORE 15 YRS EX            S69/
F6.1           VAR084,TOTAL COUNSELORS                             S69/
F6.1           VAR085,PCT SSA COUNSELORS                           S69/
F6.1           VAR086,PCT NEGRO COUNSELORS                         S69/
F6.1           VAR087,PCT ANGLO COUNSELORS                         S69/
F6.1           VAR088,PCT OTHER COUNSELORS                         S69/
F6.1           VAR089,PCT COUNSELORS WITH BA                       S69/
F6.1           VAR090,PCT COUNSELORS WITH MA                       S69/
F6.1           VAR091,PCT COUNSELORS WITH PHD                      S69/
F6.1           VAR092,PCT COUNSELORS WITH LESS 5 YRS               S69/
F6.1           VAR093,PCT COUNSELORS WITH MORE 15 YRS              S69/
F6.1           VAR094,TOTAL LIBRARIANS                             S69/
F6.1           VAR095,PCT SSA LIBRARIANS                           S69/
```

```
F6.1          VAR096,PCT NEGRO LIBRARIANS                       S69/
F6.1          VAR097,PCT ANGLO LIBRARIANS                       S69/
F6.1          VAR098,PCT OTHER LIBRARIANS                       S69/
F6.1          VAR099,PCT LIBRARIAN  WITH BA                     S69/
F6.1          VAR100,PCT LIBRARIAN WITH MA                      S69/
F6.1          VAR101,PCT LIBRARIAN WITH PHD                     S69/
F6.1          VAR102.PCT LIBRARIAN WITH LESS 5 YRS EXP          S69/
F6.1/         VAR103,PCT LIBRARIAN WITH MORE 15 YRS EX          S69/
F6.1          VAR104,TOTAL OTHER PROFESSIONALS                  S69/
F6.1          VAR105,PCT SSA OTHER PROFESSIONALS                S69/
F6.1          VAR106,PCT NEGRO OTHER PROFESSIONALS              S69/
F6.1          VAR107,PCT ANGLO OTHER PROFESSIONALS              S69/
F6.1          VAR108,PCT OTHER OTHER PROFESSIONALS              S69/
F6.1          VAR109,PCT OTHER PROF WITH BA                     S69/
F6.1          VAR110,PCT OTHER PROF WITH MA                     S69/
F6.1          VAR111,PCT OTHER PROF WITH PHD                    S69/
F6.1          VAR112,PCT OTHER PROF WITH LESS 5 YRS             S69/
F6.1          VAR113,PCT OTHER PROF WITH MORE 15 YRS            S69/
F6.1          VAR114,TOTAL CLASS ROOM TEACHERS                  S69/
F6.1          VAR115,PCT SSA CLASSROOM TEACHERS                 S69/
F6.1          VAR116,PCT NEGRO CLASSROOM TEACHERS               S69/
F6.1          VAR117,PCT ANGLO CLASSROOM TEACHERS               S69/
F6.1          VAR118,PCT OTHER CLASSROOM TEACHERS               S69/
F6.1          VAR119,PCT TEACHERS WITH BA                       S69/
F6.1          VAR120,PCT TEACHERS WITH MA                       S69/
F6.1          VAR121,PCT TEACHERS WITH PHD                      S69/
F6.1          VAR122,PCT TEACHERS WITH LESS 5 YRS               S69/
F6.1/         VAR123,PCT TEACHERS WITH MORE 15 YRS              S69/
F6.1          VAR124,TOTAL CLERICAL STAFF                       S69/
F6.1          VAR125,PCT SSA CLERICAL STAFF                     S69/
F6.1          VAR126,PCT NEGRO CLERICAL STAFF                   S69/
F6.1          VAR127,PCT ANGLO CLERICAL STAFF                   S69/
F6.1          VAR128,PCT OTHER CLERICAL STAFF                   S69/
F6.1          VAR129,TOTAL MAINTENANCE STAFF                    S69/
F6.1          VAR130,PCT SSA MAINTENANCE STAFF                  S69/
F6.1          VAR131,PCT NEGRO MAINTENANCE STAFF                S69/
F6.1          VAR132,PCT ANGLO MAINTENANCE STAFF                S69/
F6.1          VAR133,PCT OTHER MAINTENANCE STAFF                S69/
F6.1          VAR134,TOTAL TEACHER AIDS                         S69/
F6.1          VAR135,PCT SSA TEACHER AIDS                       S69/
F6.1          VAR136,PCT NEGRO TEACHER AIDS                     S69/
F6.1          VAR137,PCT ANGLO TEACHER AIDS                     S69/
F6.1/         VAR138,PCT OTHER TEACHER AIDS                     S69/
F6.1          VAR139,PART TIME NON-TEACHING STAFF               S69/
F6.1          VAR140,FULL TIME EQIV OF NON-TEACHINGSTAFF        S69/
F6.1          VAR141,PART TIME TEACHERS                         S69/
F6.1          VAR142,FULL TIME EQUIV OF PART TIME TEACHER       S69/
F6.1          VAR143,ANNUAL SALARY OF PRINCIPAL                 S69/
F6.1          VAR144,YEARS AS PRINCIPAL                         S69/
F6.1          VAR145,MONTHS PER YEAR FOR PRINCIPAL              S69/
F6.1          VAR146,PCT LESS $4000                             S69/
```

```
F6.1          VAR147,PCT $4000 TO $5999                      S69/
F6.1          VAR148,PCT $6000 TO $7999                      S69/
F6.1          VAR149,PCT $8000 TO $9999                      S69/
F6.1          VAR150,PCT$10000 TO $11999                     S69/
F6.1          VAR151,PCT $12000 OR MORE                      S69/
F6.1/         VAR152,TOTAL TEACHERS FULL TIME                S69/
F6.1          VAR153,DATE CHECK ON ENROLLMENT                S69/
F6.1          VAR154,GRADE --LOWEST                          S69/
F6.1          VAR155,TOTAL ENROLLMENT-LOWEST GRADE           S69/
F6.1          VAR156,PCT SSA IN LOWEST GRADE                 S69/
F6.1          VAR157,PCT NEGRO IN LOWEST GRADE               S69/
F6.1          VAR158,PCT ANGLO IN LOWEST GRADE               S69/
F6.1          VAR159,PCT OTHER IN LOWEST GRADE               S69/
F6.1          VAR160,DATE CHECK ON HIGHEST GRADE             S69/
F6.1          VAR161,HIGHEST GRADE                           S69/
F6.1          VAR162,TOTAL ENROLLMENT IN HIGHEST GRADE       S69/
F6.1          VAR163,PCT SSA IN HIGHEST GRADE                S69/
F6.1          VAR164,PCT  NEGRO IN HIGHEST GRADE             S69/
F6.1          VAR165,PCT ANGLO IN HIGHEST GRADE              S69/
F6.1          VAR166,PCT OTHER IN HIGHEST GRADE              S69/
F6.1          VAR167,DATE CHECK FOR MR STUDENT ENROLLMENT S69/
F6.1          VAR168,GRADE OF EMR CLASS-FILLER               S69/
F6.1          VAR169,TOTAL ENROLLED IN MR CLASSES            S69/
F6.1          VAR170,PCT SSA IN MR CLASSES                   S69/
F6.1          VAR171,PCT NEGRO IN MR CLASSES                 S69/
F6.1/         VAR172,PCT ANGLO IN MR CLASSES                 S69/
F6.1          VAR173,PCT OTHER IN MR CLASSES                 S69/
F6.1          VAR174,TOTAL 1967-68 GRADUATES                 S69/
F6.1          VAR175,TOTAL SSA GRADUATES                     S69/
F6.1          VAR176,TOTAL NEGRO GRADUATES                   S69/
F6.1          VAR177,TOTAL ANGLO GRADUATES                   S69/
F6.1          VAR178,TOTAL OTHER GRADUATES                   S69/
F6.1          VAR179,PCT SSA OF GRADUATES                    S69/
F6.1          VAR180,PCT NEGRO OF GRADUATES                  S69/
F6.1          VAR181,PCT ANGLO OF GRADUATES                  S69/
F6.1          VAR182,PCT OTHER OF GRADUATES                  S69/
F6.1          VAR183,TOTAL COLLEGE BOUND IN 1969             S69/
F6.1          VAR184,PCT GRADS COLLEGE BOUND                 S69/
F6.1          VAR185,PCT SSA OF COLLEGE BOUND                S69/
F6.1          VAR186,PCT NEGRO OF COLLEGE BOUND              S69/
F6.1          VAR187,PCT ANGLO OF COLLEGE BOUND              S69/
F6.1          VAR188,PCT OTHER OF COLLEGE BOUND              S69/
F6.1          VAR189,PCT SSA GRADS COLLEGE BOUND             S69/
F6.1          VAR190,PCT NEGRO GRADS COLLEGE BOUND           S69/
F6.1          VAR191,PCT ANGLO GRADS COLLEGE BOUND           S69/
F6.1/         VAR192,PCT OTHER GRADS COLLEGE BOUND           S69/
F6.1          VAR193,TOTAL ENTERING VOCATIONAL SCHOOL        S69/
F6.1          VAR194,PCT GRADS ENTERING VOCATIONAL SCH       S69/
F6.1          VAR195,PCT SSA OF THOSE ENTERING VOC SCHL      S69/
F6.1          VAR196,PCT NEGRO OF THOSE ENTERING VOC SCHL S69/
F6.1          VAR197,PCT ANGLO OF THOSE ENTERING VOC SCHL S69/
F6.1          VAR198,PCT OTHER OF THOSE ENTERING VOC SCHL S69/
```

```
F6.1            VAR199,PCT SSA GRADS IN VOCATIONAL SCHL      S69/
F6.1            VAR200,PCT NEGRO GRADS IN VOCATIONAL SCHL    S69/
F6.1            VAR201,PCT ANGLO GRADS IN VOCATIONAL SCHL    S69/
F6.1            VAR202,PCT OTHER GRADS IN VOCATIONAL SCHL    S69/
F6.1            VAR203,TOTAL 68 GRADS ENTERING MILITARY      S69/
F6.1            VAR204,PCT GRADS ENTERING MILITARY           S69/
F6.1            VAR205,PCT ENTER MILITARY WHICH ARE SSA      S69/
F6.1            VAR206,PCT ENTER MILITARY WHICH ARE NEGRO    S69/
F6.1            VAR207,PCT ENTER MILITARY WHICH ARE ANGLO    S69/
F6.1            VAR208,PCT ENTER MILITARY WHICH ARE OTHER    S69/
F6.1            VAR209,PCT SSA GRADS IN MILITARY             S69/
F6.1            VAR210,PCT NEGRO GRADS IN MILITARY           S69/
F6.1            VAR211,PCT ANGLO GRADS IN MILITARY           S69/
F6.1/           VAR212,PCT OTHER GRADS IN MILITARY           S69/
F6.1            VAR213,TOTAL CAFETORIUMS                     S69/
F6.1            VAR214,CAFETORIUM CAPACITY PER 100 PUPILS    S69/
F6.1            VAR215,PCT CAFETORIUMS NEED REPLACEMENT      S69/
F6.1            VAR216,PCT CAFETORIUMS ADEQUATELY EQUIPPED   S69/
F6.1            VAR217,AGE OF CAFETORIUMS                    S69/
F6.1            VAR218,TOTAL CAFETERIAS                      S69/
F6.1            VAR219,CAFETERIA CAPACITY PER 100 PUPILS     S69/
F6.1            VAR220,PCT CAFETERIAS NEEDING REPLACEMENT    S69/
F6.1            VAR221,PCT CAFETERIAS ADEQUATELY EQUIPPED    S69/
F6.1            VAR222,AGE OF MOST CAFETERIAS                S69/
F6.1            VAR223,TOTAL AUDITORIUMS                     S69/
F6.1            VAR224,AUDITORIUM CAPACITY PER 100 PUPILS    S69/
F6.1            VAR225,PCT AUDITORIUMS NEED REPLACEMENT      S69/
F6.1            VAR226,PCT AUDITORIUMS ADEQUATELY EQUIPPED   S69/
F6.1            VAR227,AGE OF MOST AUDITORIUMS               S69/
F6.1            VAR228,TOTAL GYMNASIUMS                      S69/
F6.1            VAR229,GYM CAPACITY PER 100 PUPILS           S69/
F6.1            VAR230,PCT GYMS NEED REPLACEMENT             S69/
F6.1            VAR231,PCT GYMS ADEQUATELY EQUIPPED          S69/
F6.1/           VAR232,AGE OF MOST GYMS                      S69/
F6.1            VAR233,TOTAL LIBRARIES                       S69/
F6.1            VAR234,LIBRARY CAPACITY PER 100 PUPILS       S69/
F6.1            VAR235,PCT LIBRARIES NEED REPLACEMENT        S69/
F6.1            VAR236,PCT LIBRARIES ADEQUATELY EQUIPPED     S69/
F6.1            VAR237,AGE OF LIBRARIES                      S69/
F6.1            VAR238,TOTAL NURSES OFFICES                  S69/
F6.1            VAR239,NURSE OFFICE CAPACITY PER 100 PUPILS S69/
F6.1            VAR240,PCT NURSE OFF NEED REPLACEMENT        S69/
F6.1            VAR241,PCT NURSE OFFICES ADEQUATE            S69/
F6.1            VAR242,AGE OF NURSE OFFICES                  S69/
F6.1            VAR243,TOTAL LANGUAGE LABS                   S69/
F6.1            VAR244,LANG LAB CAPACITY PER 100 PUPILS      S69/
F6.1            VAR245,LANG LABS NEED REPLACEMENT            S69/
F6.1            VAR246,LANG LABS ADEQUATELY EQUIPPED         S69/
F6.1            VAR247,AGE OF MOST LANGUAGE LABS             S69/
F6.1            VAR248,TOTAL SCIENCE LABS                    S69/
F6.1            VAR249,SCIENCE LABS CAPACITY P 100 PUPILS    S69/
```

```
F6.1          VAR250,PCT  SCI LABS NEED REPLACEMENT       S69/
F6.1          VAR251,PCT SCIENCE LABS ADEQUATE            S69/
F6.1/         VAR252,AGE OF MOST SCIENCE LABS             S69/
F6.1          VAR253,TOTAL SHOP ROOMS                     S69/
F6.1          VAR254,SHOP CAPACITY PER 100 PUPILS         S69/
F6.1          VAR255,PCT SHOPS NEED REPLACEMENT           S69/
F6.1          VAR256,PCT SHOPS ADEQUATELY EQUIPPED        S69/
F6.1          VAR257,AGE OF MOST SHOPS                    S69/
F6.1          VAR258,TOTAL DOMESTIC SCIENCE ROOMS         S69/
F6.1          VAR259,DOM SCI CAPACITY PER 100 PUPILS      S69/
F6.1          VAR260,PCT DOM SCIE RMS NEED REPLACEMENT    S69/
F6.1          VAR261,PCT DOM SCI RMS ADEQUATELY EQUIPPED  S69/
F6.1          VAR262,AGE OF MOST DOM SCI RMS              S69/
F6.1          VAR263,TOTAL PORTABLE CLSRMS                S69/
F6.1          VAR264,PRTABLE CLSRMS CAPACITY PER 100 PUPI S69/
F6.1          VAR265,PCT PRTBLE CLSRMS NEED REPLACEMENT   S69/
F6.1          VAR266,PCT PRTABLE CLSRMS ADEQUATE          S69/
F6.1          VAR267,AGE OF MOST PRTABLE CLASSROOMS       S69/
F6.1          VAR268,TOTAL NUMBER OF REGULAR CLASSROOMS   S69/
F6.1          VAR269,CLASSRMS CAPACITY PER 100 PUPILS     S69/
F6.1          VAR270,PCT CLASSRMS NEED REPLACEMENT        S69/
F6.1          VAR271,PCT CLASSRMS ADEQUATE                S69/
F6.1/         VAR272,AGE OF MOST CLASSROOMS               S69/
F6.1          VAR273,TOTAL SWIMMING POOLS                 S69/
F6.1          VAR274,SWIM POOL CAPACITY PER 100 PUPILS    S69/
F6.1          VAR275,PCT SWIM POOLS NEED REPLACEMENT      S69/
F6.1          VAR276,PCT SWIM POOLS ADEQUATE              S69/
F6.1          VAR277,AGE OF MOST SWIM POOLS               S69/
F6.1          VAR278,TOTAL BOOKS IN LIBRARY               S69/
F6.1/         VAR279,BOOKS IN LIBRARY PER STUDENT         S69/
F6.1          VAR280,SCHOOL OFFERS ESL                    S69/
F6.1          VAR281,YRS SCHOOL HAS OFFERED ESL           S69/
F6.1          VAR282,PUPILS PER 1000 ENROLLED IN ESL      S69/
F6.1          VAR283,SSA PUPILS PER 1000 ENROLLED IN ESL  S69/
F6.1          VAR284,PCT SSA OF STUDENTS IN ESL           S69/
F6.1          VAR285,HRS PER WEEK-K-ESL                   S69/
F6.1          VAR286,HRS PER WEEK- 1-ESL                  S69/
F6.1          VAR287,HRS PER WEEK- 2-ESL                  S69/
F6.1          VAR288,HRS PER WEEK- 3-ESL                  S69/
F6.1          VAR289,HRS PER WEEK- 4-ESL                  S69/
F6.1          VAR290,HRS PER WEEK- 5-ESL                  S69/
F6.1          VAR291,HRS PER WEEK- 6-ESL                  S69/
F6.1          VAR292,HRS PER WEEK- 7-ESL                  S69/
F6.1          VAR293,HRS PER WEEK- 8-ESL                  S69/
F6.1          VAR294,HRS PER WEEK- 9-ESL                  S69/
F6.1          VAR295,HRS PER WEEK-10-ESL                  S69/
F6.1          VAR296,HRS PER WEEK-11-ESL                  S69/
F6.1          VAR297,HRS PER WEEK-12-ESL                  S69/
F6.1          VAR298,TOTAL TEACHING ESL                   S69/
F6.1          VAR299,PCT TEACHING ESL                     S69/
F6.1/         VAR300,PCT QUALIFIED TEACHERS-ESL           S69/
```

```
F6.1          VAR301,SCHOOL OFFERS BIL ED                       S69/
F6.1          VAR302,YRS SCHOOL HAS OFFERED BIL ED              S69/
F6.1          VAR303,PUPILS PER 1000 ENROLLED IN BIL ED         S69/
F6.1          VAR304,SSA PUPILS PER 1000 ENROLLED IN BIL        S69/
F6.1          VAR305,PCT SSA OF STUDENTS IN BILINGUAL ED        S69/
F6.1          VAR306,HRS PER WEEK-K-BIL ED                      S69/
F6.1          VAR307,HRS PER WEEK- 1-BILINGUAL EDUCATION        S69/
F6.1          VAR308,HRS PER WEEK- 2-BILINGUAL ED               S69/
F6.1          VAR309,HRS PER WEEK- 3-BIL ED                     S69/
F6.1          VAR310,HRS PER WEEK- 4-BIL ED                     S69/
F6.1          VAR311,HRS PER WEEK- 5-BILINGUAL ED               S69/
F6.1          VAR312,HRS PER WEEK- 6-BILINGUAL ED               S69/
F6.1          VAR313,HRS PER WEEK- 7-BILINGUAL ED               S69/
F6.1          VAR314,HRS PER WEEK- 8-BILINGUAL ED               S69/
F6.1          VAR315,HRS PER WEEK- 9-BILINGUAL ED               S69/
F6.1          VAR316,HRS PER WEEK-10-BILINGUAL ED               S69/
F6.1          VAR317,HRS PER WEEK-11-BILINGUAL ED               S69/
F6.1          VAR318,HRS PER WEEK-12-BILINGUAL ED               S69/
F6.1          VAR319,TOTAL TEACHING BILINGUAL ED                S69/
F6.1          VAR320,PCT TEACHING BILINGUAL ED                  S69/
F6.1/         VAR321,PCT QUALIFIED TEACHERS-BILINGUAL ED        S69/
F6.1          VAR322,SCHOOL OFFERS MA CULTURE                   S69/
F6.1          VAR323,YRS SCHOOL HAS OFFERED MA CULTURE          S69/
F6.1          VAR324,PUPILS PER 1000 ENROLLED IN MA CUL         S69/
F6.1          VAR325,SSA PUPILS PER 1000 IN MA CULTURE          S69/
F6.1          VAR326,PCT SSA OF STUDENTS IN MA CULTURE          S69/
F6.1          VAR327,HRS PER WEEK-K-MA CULTURE                  S69/
F6.1          VAR328,HRS PER WEEK- 1-MA CULTURE                 S69/
F6.1          VAR329,HRS PER WEEK- 2-MA CULTURE                 S69/
F6.1          VAR330,HRS PER WEEK- 3-MA CULTURE                 S69/
F6.1          VAR331,HRS PER WEEK- 4-MA CULTURE                 S69/
F6.1          VAR332,HRS PER WEEK- 5-MA CULTURE                 S69/
F6.1          VAR333,HRS PER WEEK- 6-MA CULTURE                 S69/
F6.1          VAR334,HRS PER WEEK- 7-MA CULTURE                 S69/
F6.1          VAR335,HRS PER WEEK- 8-MA CULTURE                 S69/
F6.1          VAR336,HRS PER WEEK- 9-MA CULTURE                 S69/
F6.1          VAR337,HRS PER WEEK-10-MA CULTURE                 S69/
F6.1          VAR338,HRS PER WEEK-11-MA CULTURE                 S69/
F6.1          VAR339,HRS PER WEEK-12-MA CULTURE                 S69/
F6.1          VAR340,TOTAL TEACHING MA CULTURE                  S69/
F6.1          VAR341,PCT TEACHING MA CULTURE                    S69/
F6.1/         VAR342,PCT QUALIFIED TEACHERS-MA CULTURE          S69/
F6.1          VAR343,SCHOOL OFFERS MEXICAN CULTURE              S69/
F6.1          VAR344,YRS SCHOOL HAS OFFERED MEX CULTURE         S69/
F6.1          VAR345,PUPILS PER 1000 ENROLLED IN MEX CUL        S69/
F6.1          VAR346,SSA PUPILS PER 1000 IN MEXICAN CUL         S69/
F6.1          VAR347,PCT SSA OF STUDENTS IN MEXICAN CULT        S69/
F6.1          VAR348,HRS PER WEEK-K-MEXICAN CULTURE             S69/
F6.1          VAR349,HRS PER WEEK- 1-MEXICAN CULTURE            S69/
F6.1          VAR350,HRS PER WEEK- 2-MEXICAN CULTURE            S69/
F6.1          VAR351,HRS PER WEEK- 3-MEXICAN CULTURE            S69/
F6.1          VAR352,HRS PER WEEK- 4-MEXICAN CULTURE            S69/
```

```
F6.1          VAR353,HRS PER WEEK- 5-MEXICAN CULTURE        S69/
F6.1          VAR354,HRS PER WEEK- 6-MEXICAN CULTURE        S69/
F6.1          VAR355,HRS PER WEEK- 7-MEXICAN CULTURE        S69/
F6.1          VAR356,HRS PER WEEK- 8-MEXICAN CULTURE        S69/
F6.1          VAR357,HRS PER WEEK- 9-MEXICAN CULTURE        S69/
F6.1          VAR358,HRS PER WEEK-10-MEXICAN CULTURE        S69/
F6.1          VAR359,HRS PER WEEK-11-MEXICAN CULTURE        S69/
F6.1          VAR360,HRS PER WEEK-12-MEXICAN CULTURE        S69/
F6.1          VAR361,TOTAL TEACHING MEXICAN CULTURE         S69/
F6.1          VAR362,PCT TEACHING MEXICAN CULTURE           S69/
F6.1/         VAR363,PCT QUALIFIED TEACHERS-MEXICAN CULTU S69/
F6.1          VAR364,SCHOOL OFFERS REMEDIAL READING         S69/
F6.1          VAR365,YRS SCHOOL HAS OFFERED REM READING     S69/
F6.1          VAR366,PUPILS PER 1000 ENROLLED IN RR         S69/
F6.1          VAR367,SSA PUPILS PER 1000 IN RR              S69/
F6.1          VAR368,PCT SSA OF STUDENTS IN REMEDIAL READ S69/
F6.1          VAR369,HRS PER WEEK-K-RR                      S69/
F6.1          VAR370,HRS PER WEEK- 1-REMEDIAL READING       S69/
F6.1          VAR371,HRS PER WEEK- 2-REMEDIAL READING       S69/
F6.1          VAR372,HRS PER WEEK- 3-REMEDIAL READING       S69/
F6.1          VAR373,HRS PER WEEK- 4-REMEDIAL READING       S69/
F6.1          VAR374,HRS PER WEEK- 5-REMEDIAL READING       S69/
F6.1          VAR375,HRS PER WEEK- 6-REMEDIAL READING       S69/
F6.1          VAR376,HRS PER WEEK- 7-REMEDIAL READING       S69/
F6.1          VAR377,HRS PER WEEK- 8-REMEDIAL READING       S69/
F6.1          VAR378,HRS PER WEEK- 9-REMEDIAL READING       S69/
F6.1          VAR379,HRS PER WEEK-10-REMEDIAL READING       S69/
F6.1          VAR380,HRS PER WEEK-11-REMEDIAL READING       S69/
F6.1          VAR381,HRS PER WEEK-12-REMEDIAL READING       S69/
F6.1          VAR382,TOTAL TEACHING REMEDIAL READING        S69/
F6.1          VAR383,PCT TEACHING REMEDIAL READING          S69/
F6.1/         VAR384,PCT QUALIFIED TEACHERS-RR              S69/
F6.1          VAR385,PCT SSA OF THOSE REPEATING GRADE 1     S69/
F6.1          VAR386,PCT NEGRO OF THOSE REPEATING GR 1      S69/
F6.1          VAR387,PCT ANGLO OF THOSE REPEATING GR 1      S69/
F6.1          VAR388,PCT OTHER OF THOSE REPEATING GR 1      S69/
F6.1          VAR389,PCT SSA REPEATING FIRST GRADE          S69/
F6.1          VAR390,PCT NEGRO REPEATING FIRST GRADE        S69/
F6.1          VAR391,PCT ANGLO REPEATING FIRST GRADE        S69/
F6.1          VAR392,PCT OTHER REPEATING FIRST GRADE        S69/
F6.1          VAR393,PCT SSA   OF THOSE OVERAGE-GR1         S69/
F6.1          VAR394,PCT NEGRO OF THOSE OVERAGE-GR1         S69/
F6.1          VAR395,PCT ANGLO OF THOSE OVERAGE-GR1         S69/
F6.1          VAR396,PCT OTHER OF THOSE OVERAGE-GR1         S69/
F6.1          VAR397,PCT SSA   OVERAGE IN FIRST GRADE       S69/
F6.1          VAR398,PCT NEGRO OVERAGE IN FIRST GRADE       S69/
F6.1          VAR399,PCT ANGLO OVERAGE IN FIRST GRADE       S69/
F6.1          VAR400,PCT OTHER OVERAGE IN FIRST GRADE       S69/
F6.1          VAR401,NO SPANISH ON SCHOOL GROUNDS           S69/
F6.1          VAR402,NO SPANISH IN THE CLASSROOM            S69/
F6.1          VAR403,REQUIRE STAFF TO CORRECT               S69/
```

4

```
F6.1        VAR404,SUGGEST THAT STAFF CORRECT             S69/
F6.1/       VAR405,ENCOURAGE OTHER PUPILS TO CORRECT      S69/
F6.1        VAR406,PUPIL MONITORS TO CORRECT              S69/
F6.1        VAR407,DISCIPLIN SPEAKERS OF SPANISH          S69/
F6.1        VAR408,OTHER METHOD OF CORRECTION             S69/
F6.1        VAR409,WRITTEN NO-SPANISH RULE                S69/
F6.1        VAR410,COPY OF NO-SPANISH POLICY ATTACHED     S69/
F6.1        VAR411,ENCOURAGE SPEAKING OF SPANISH          S69/
F6.1        VAR412,CELEBRATE 16 DE SEPT SCHOOLWIDE        S69/
F6.1        VAR413,CLASSROOM CELEBRATION OF 16 SEPT       S69/
F6.1        VAR414,MEXICAN COOKING IN HOME EC             S69/
F6.1        VAR415,SPECIAL UNITS ON MA HISTORY IN SS      S69/
F6.1        VAR416,SPECIAL ASSEMBLIES ON MEXICAN CULT     S69/
F6.1        VAR417,OTHER ACTIVITIES RELATIVE TO MA        S69/
F6.1        VAR418,FIRST REASON FOR SUSPENSION-SSA        S69/
F6.1        VAR419,SECOND REASON FOR SUSPENSION--SSA      S69/
F6.1        VAR420,THIRD  REASON FOR SUSPENSION--SSA      S69/
F6.1        VAR421,FOURTH REASON FOR SUSPENSION--SSA      S69/
F6.1        VAR422,FIFTH  REASON FOR SUSPENSION--SSA      S69/
F6.1        VAR423,FIRST  REASON FOR SUSPENSION-NEGRO     S69/
F6.1        VAR424,SECOND REASON FOR SUSPENSION-NEGRO     S69/
F6.1        VAR425,THIRD  REASON FOR SUSPENSION-NEGRO     S69/
F6.1/       VAR426,FOURTH REASON FOR SUSPENSION-NEGRO     S69/
F6.1        VAR427,FIFTH  REASON FOR SUSPENSION-NEGRO     S69/
F6.1        VAR428,FIRST  REASON FOR SUSPENSION-ANGLO     S69/
F6.1        VAR429,SECOND REASON FOR SUSPENSION-ANGLO     S69/
F6.1        VAR430,THIRD  REASON FOR SUSPENSION-ANGLO     S69/
F6.1        VAR431,FOURTH REASON FOR SUSPENSION-ANGLO     S69/
F6.1        VAR432,FIFTH  REASON FOR SUSPENSION-ANGLO     S69/
F6.1        VAR433,FIRST  REASON FOR SUSPENSION-OTHER     S69/
F6.1        VAR434,SECOND REASON FOR SUSPENSION-OTHER     S69/
F6.1        VAR435,THIRD  REASON FOR SUSPENSION-OTHER     S69/
F6.1        VAR436,FOURTH REASON FOR SUSPENSION-OTHER     S69/
F6.1,6X     VAR437,FIFTH  REASON FOR SUSPENSION-OTHER     S69/
F6.1        VAR438,PCT SSA FIRST GRADERS FLUENT IN ENG    S69/
F6.1        VAR439,ETHNICITY OF STUDENT PRESIDENT         S69/
F6.1        VAR440,ETHNICITY OF STUDENT VICE PRES         S69/
F6.1        VAR441,PCT OF STUDENT INFLUENTIALS -SSA       S69/
F6.1        VAR442,PCT OF STUDENT INFLUENTIALS NEGRO      S69/
F6.1        VAR443,PCT OF STUDENT INFLUENTIALS-ANGLO      S69/
F6.1        VAR444,PCT OF STUDENT INFLUENTIALS-OTHER      S69/
F6.1/       VAR445,TOTAL NO OF STUDENT INFLUENTIALS       S69/
F6.1        VAR446,TIME OF DAY PTA MEETS                  S69/
F6.1        VAR447,HOW FREQUENTLY PTA MEETS               S69/
F6.1        VAR448,NUMBER SSA ATTENDING LAST PTA MEET     S69/
F6.1        VAR449,NUMBER ATTENDING LAST PTA MEETING      S69/
F6.1        VAR450,LANGUAGE USED IN NOTICES TO PARENTS    S69/
F6.1        VAR451,LANGUAGE USED IN PTA MEETINGS          S69/
F6.1        VAR452,ASSIGNMENT PRACTICE                    S69/
F6.1        VAR453,PCT SSA PUPILS BELOW POVERTY           S69/
F6.1        VAR454,PCT SSA PUPILS ABOVE $10000            S69/
```

```
F6.1            VAR455,PCT ANGLO PUPILS BELOW POVERTY         S69/
F6.1            VAR456,PCT ANGLO PUPILS ABOVE $10000          S69/
F6.1            VAR457,PCT NEGRO PUPILS BELOW POVERTY         S69/
F6.1            VAR458,PCT NEGRO PUPILS ABOVE $10000          S69/
F6.1            VAR459,PCT OTHER PUPILS BELOW POVERTY         S69/
F6.1            VAR460,PCT OTHER PUPILS ABOVE $10000          S69/
F6.1            VAR461,PCT SSA 5 YRS ED OR LESS               S69/
F6.1            VAR462,PCT SSA 6 TO 8 YRS ED                  S69/
F6.1/           VAR463,PCT SSA WITH SOME HIGH SCHOOL          S69/
F6.1            VAR464,PCT SSA HIGH SCHOOL GRAD               S69/
F6.1            VAR465,PCT SSA WITH SOME COLLEGE              S69/
F6.1            VAR466,PCT SSA COLLEGE GRADUATES              S69/
F6.1            VAR467,PCT ANGLO 5 YRS ED OR LESS             S69/
F6.1            VAR468,PCT ANGLO 6 TO 8 YRS ED                S69/
F6.1            VAR469,PCT ANGLO WITH SOME HIGH SCHOOL        S69/
F6.1            VAR470,PCT ANGLO HIGH SCHOOL GRADUATES        S69/
F6.1            VAR471,PCT ANGLO WITH SOME COLLEGE            S69/
F6.1            VAR472,PCT ANGLO COLLEGE GRADUATES            S69/
F6.1            VAR473,PCT NEGRO 5 YRS ED OR LESS             S69/
F6.1            VAR474,PCT NEGRO WITH 6 TO 8 YRS EDUCATION  S69/
F6.1            VAR475,PCT NEGRO WITH SOME HIGH SCHOOL        S69/
F6.1            VAR476,PCT NEGRO HIGH SCHOOL GRADUATES        S69/
F6.1            VAR477,PCT NEGRO WITH SOME COLLEGE            S69/
F6.1            VAR478,PCT NEGRO COLLEGE GRADUATES            S69/
F6.1            VAR479,PCT OTHER WITH 5 YRS ED OR LESS        S69/
F6.1            VAR480,PCT OTHER WITH 6 TO 8 YRS ED           S69/
F6.1/           VAR481,PCT OTHER WITH SOME HGH SCHOOL         S69/
F6.1            VAR482,PCT OTHER HIGH SCHOOL GRADUATES        S69/
F6.1            VAR483,PCT OTHER WITH SOME COLLEGE            S69/
F6.1            VAR484,PCT OTHER COLLEGE GRADUATES            S69/
F6.1            VAR485,SCHOOL PRACTICE TRACKING               S69/
F6.1            VAR486,YEARS PRACTICED TRACKING               S69/
F6.1            VAR487,GRADE AT WHICH TRACKING BEGINS         S69/
F6.1            VAR488,STANDARDIZED ACHIEV TESTS              S69/
F6.1            VAR489,IQ TEST                                S69/
F6.1            VAR490,READING LEVELS                         S69/
F6.1            VAR491,GRADES                                 S69/
F6.1            VAR492,MATURITY                               S69/
F6.1            VAR493,STUDY HABITS                           S69/
F6.1            VAR494,PARENTAL PREFERENCES                   S69/
F6.1            VAR495,STUDENT PREFERENCES                    S69/
F6.1            VAR496,TEACHER REFERRALS                      S69/
F6.1            VAR497.OTHER CRITERIA                         S69/
F6.1            VAR498,ADDED COMMENTS TO QUESTIONNAIRE        S69/
F6.1/           VAR499,PCT SSA ATTENDANCE AT PTA MEETING      S69/
F6.1            VAR500,TOTAL      3 YRS OR MORE BELOW-GR  4  S69/
F6.1            VAR501,POT    SSA 3 YRS OR MORE BELOW-GR  4  S69/
F6.1            VAR502,PCT NEGRO 3 YRS OR MORE BELOW-GR  4  S69/
F6.1            VAR503,PCT ANGLO 3 YRS OR MORE BELOW-GR  4  S69/
F6.1            VAR504,PCT OTHER 3 YRS OR MORE BELOW-GR  4  S69/
F6.1            VAR505,TOTAL   2 TO 3 YRS BELOW      -GR  4  S69/
F6.1            VAR506,PCT SSA 2 TO 3 YRS BELOW      -GR  4  S69/
```

```
F6.1           VAR507,PCT NEGRO 2 TO 3 YRS BELOW   -GR  4  S69/
F6.1           VAR508,PCT ANGLO 2 TO 3 YRS BELOW   -GR  4  S69/
F6.1           VAR509,PCT OTHER 2 TO 3 YRS BELOW   -GR  4  S69/
F6.1           VAR510,TOTAL     6 MO TO 2 YRS BELOW-GR  4  S69/
F6.1           VAR511,PCT SSA   6 MO TO 2 YRS BELOW-GR  4  S69/
F6.1           VAR512,PCT NEGRO 6 MO TO 2 YRS BELOW-GR  4  S69/
F6.1           VAR513,PCT ANGLO 6 MO TO 2 YRS BELOW-GR  4  S69/
F6.1          .VAR514,PCT OTHER 6 MO TO 2 YRS BELOW-GR  4  S69/
F6.1           VAR515,TOTAL     AT GRADE LEVEL     -GR  4  S69/
F6.1           VAR516,PCT SSA   AT GRADE LEVEL     -GR  4  S69/
F6.1           VAR517,PCT NEGRO AT GRADE LEVEL     -GR  4  S69/
F6.1           VAR518,PCT ANGLO AT GRADE LEVEL     -GR  4  S69/
F6.1/          VAR519,PCT OTHER AT GRADE LEVEL     -GR  4  S69/
F6.1           VAR520,TOTAL     6 MO TO 2 YRS ABOVE-GR  4  S69/
F6.1           VAR521,PCT SSA   6 MO TO 2 YRS ABOVE-GR  4  S69/
F6.1           VAR522,PCT NEGRO 6 MO TO 2 YRS ABOVE-GR  4  S69/
F6.1           VAR523,PCT ANGLO 6 MO TO 2 YRS ABOVE-GR  4  S69/
F6.1           VAR524,PCT OTHER 6 MO TO 2 YRS ABOVE-GR  4  S69/
F6.1           VAR525,TOTAL MORE THAN 2 YRS ABOVE  -GR  4  S69/
F6.1           VAR526,PCT SSA   MORE 2 YRS ABOVE   -GR  4  S69/
F6.1           VAR527,PCT NEGRO MORE 2 YRS ABOVE   -GR  4  S69/
F6.1           VAR528,PCT ANGLO MORE 2 YRS ABOVE   -GR  4  S69/
F6.1           VAR529,PCT OTHER MORE 2 YRS ABOVE   -GR  4  S69/
F6.1           VAR530,TOTAL PUPILS                 -GR  4  S69/
F6.1           VAR531,TOTAL NUMBER SSA             -GR  4  S69/
F6.1           VAR532,TOTAL NUMBER NEGRO           -GR  4  S69/
F6.1           VAR533,TOTAL NUMBER ANGLO           -GR  4  S69/
F6.1           VAR534,TOTAL NUMBER OTHER           -GR  4  S69/
F6.1           VAR535,TOTAL     2 YRS OVERAGE      -GR  4  S69/
F6.1           VAR536,PCT  SSA 2 YRS OVERAGE       -GR  4  S69/
F6.1           VAR537,PCT NEGRO 2 YRS OVERAGE      -GR  4  S69/
F6.1           VAR538,PCT ANGLO 2 YRS OVERAGE      -GR  4  S69/
F6.1/          VAR539,PCT OTHER 2 YRS OVERAGE      -GR  4  S69/
F6.1           VAR540,TOTAL     WITH IQ BELOW 70   -GR  4  S69/
F6.1           VAR541,PCT SSA   WITH IQ BELOW 70   -GR  4  S69/
F6.1           VAR542,PCT NEGRO WITH IQ BELOW 70   -GR  4  S69/
F6.1           VAR543,PCT ANGLO WITH IQ BELOW 70   -GR  4  S69/
F6.1           VAR544,PCT OTHER WITH IQ BELOW 70   -GR  4  S69/
F6.1           VAR545,TOTAL     REPEATING SUBJECTS -GR  4  S69/
F6.1           VAR546,PCT SSA   REPEATING SUBJECTS -GR  4  S69/
F6.1           VAR547,PCT NEGRO REPEATING SUBJECTS -GR  4  S69/
F6.1           VAR548,PCT ANGLO REPEATING SUBJECTS -GR  4  S69/
F6.1           VAR549,PCT OTHER REPEATING SUBJECTS -GR  4  S69/
F6.1           VAR550,TOTAL     REPEATING GRADE    -GR  4  S69/
F6.1           VAR551,PCT SSA   REPEATING GRADE    -GR  4  S69/
F6.1           VAR552,PCT NEGRO REPEATING GRADE    -GR  4  S69/
F6.1           VAR553,PCT ANGLO REPEATING GRADE    -GR  4  S69/
F6.1           VAR554,PCT OTHER REPEATING GRADE    -GR  4  S69/
F6.1           VAR555,TOTAL     TO JUV AUTHORITY   -GR  4  S69/
F6.1           VAR556,PCT SSA   TO JUV AUTHORITY   -GR  4  S69/
F6.1           VAR557,PCT NEGRO TO JUV AUTHORITY   -GR  4  S69/
F6.1           VAR558,PCT ANGLO TO JUV AUTHORITY   -GR  4  S69/
```

```
F6.1/          VAR559,PCT OTHER TO JUV AUTHORITY    -GR  4  S69/
F6.1           VAR560,TOTAL     SUSPENDED 2 OR MORE-GR  4  S69/
F6.1           VAR561,PCT SSA   SUSPENDED 2 OR MORE-GR  4  S69/
F6.1           VAR562,PCT NEGRO SUSPENDED 2 OR MORE-GR  4  S69/
F6.1           VAR563,PCT ANGLO SUSPENDED 2 OR MORE-GR  4  S69/
F6.1           VAR564,PCT OTHER SUSPENDED 2 OR MORE-GR  4  S69/
F6.1           VAR565,TOTAL ADA                    -GR  4  S69/
F6.1           VAR566,SSA ADA AS PCT OF TOTAL SSA  -GR  4  S69/
F6.1           VAR567,NEGRO ADA AS PCT OF NEGRO ENR-GR  4  S69/
F6.1           VAR568,ANGLO ADA AS PCT OF ANGLO ENR-GR  4  S69/
F6.1           VAR569,OTHER ADA AS PCT OF OTHER ENR-GR  4  S69/
F6.1           VAR570,TOTAL     IN HIGHEST ENGL CL -GR  4  S69/
F6.1           VAR571,PCT SSA   IN HIGHEST ENGL CL -GR  4  S69/
F6.1           VAR572,PCT NEGRO IN HIGHEST ENGL CL -GR  4  S69/
F6.1           VAR573,PCT ANGLO IN HIGHEST ENGL CL -GR  4  S69/
F6.1           VAR574,PCT OTHER IN HIGHEST ENGL CL -GR  4  S69/
F6.1           VAR575,TOTAL     IN LOWEST ENG CLASS-GR  4  S69/
F6.1           VAR576,PCT SSA   IN LOWEST ENG CLASS-GR  4  S69/
F6.1           VAR577,PCT NEGRO IN LOWEST ENG CLASS-GR  4  S69/
F6.1           VAR578,PCT ANGLO IN LOWEST ENG CLASS-GR  4  S69/
F6.1/          VAR579,PCT OTHER IN LOWEST ENG CLASS-GR  4  S69/
F6.1           VAR580,TOTAL     3 YRS OR MORE BELOW-GR  8  S69/
F6.1           VAR581,PCT   SSA 3 YRS OR MORE BELOW-GR  8  S69/
F6.1           VAR582,PCT NEGRO 3 YRS OR MORE BELOW-GR  8  S69/
F6.1           VAR583,PCT ANGLO 3 YRS OR MORE BELOW-GR  8  S69/
F6.1           VAR584,PCT OTHER 3 YRS OR MORE BELOW-GR  8  S69/
F6.1           VAR585,TOTAL   2 TO 3 YRS BELOW     -GR  8  S69/
F6.1           VAR586,PCT SSA 2 TO 3 YRS BELOW     -GR  8  S69/
F6.1           VAR587,PCT NEGRO 2 TO 3 YRS BELOW   -GR  8  S69/
F6.1           VAR588,PCT ANGLO 2 TO 3 YRS BELOW   -GR  8  S69/
F6.1           VAR589,PCT OTHER 2 TO 3 YRS BELOW   -GR  8  S69/
F6.1           VAR590,TOTAL     6 MO TO 2 YRS BELOW-GR  8  S69/
F6.1           VAR591,PCT SSA   6 MO TO 2 YRS BELOW-GR  8  S69/
F6.1           VAR592,PCT NEGRO 6 MO TO 2 YRS BELOW-GR  8  S69/
F6.1           VAR593,PCT ANGLO 6 MO TO 2 YRS BELOW-GR  8  S69/
F6.1           VAR594,PCT OTHER 6 MO TO 2 YRS BELOW-GR  8  S69/
F6.1           VAR595,TOTAL     AT GRADE LEVEL     -GR  8  S69/
F6.1           VAR596,PCT SSA   AT GRADE LEVEL     -GR  8  S69/
F6.1           VAR597,PCT NEGRO AT GRADE LEVEL     -GR  8  S69/
F6.1           VAR598,PCT ANGLO AT GRADE LEVEL     -GR  8  S69/
F6.1/          VAR599,PCT OTHER AT GRADE LEVEL     -GR  8  S69/
F6.1           VAR600,TOTAL     6 MO TO 2 YRS ABOVE-GR  8  S69/
F6.1           VAR601,PCT SSA   6 MO TO 2 YRS ABOVE-GR  8  S69/
F6.1           VAR602,PCT NEGRO 6 MO TO 2 YRS ABOVE-GR  8  S69/
F6.1           VAR603,PCT ANGLO 6 MO TO 2 YRS ABOVE-GR  8  S69/
F6.1           VAR604,PCT OTHER 6 MO TO 2 YRS ABOVE-GR  8  S69/
F6.1           VAR605,TOTAL MORE THAN 2 YRS ABOVE  -GR  8  S69/
F6.1           VAR606,PCT SSA   MORE 2 YRS ABOVE   -GR  8  S69/
F6.1           VAR607,PCT NEGRO MORE 2 YRS ABOVE   -GR  8  S69/
F6.1           VAR608,PCT ANGLO MORE 2 YRS ABOVE   -GR  8  S69/
F6.1           VAR609,PCT OTHER MORE 2 YRS ABOVE   -GR  8  S69/
```

```
F6.1         VAR610,TOTAL PUPILS                    -GR  8   S69/
F6.1         VAR611,TOTAL NUMBER SSA                -GR  8   S69/
F6.1         VAR612,TOTAL NUMBER NEGRO              -GR  8   S69/
F6.1         VAR613,TOTAL NUMBER ANGLO              -GR  8   S69/
F6.1         VAR614,TOTAL NUMBER OTHER              -GR  8   S69/
F6.1         VAR615,TOTAL    2 YRS OVERAGE          -GR  8   S69/
F6.1         VAR616,PCT  SSA 2 YRS OVERAGE          -GR  8   S69/
F6.1         VAR617,PCT NEGRO 2 YRS OVERAGE         -GR  8   S69/
F6.1         VAR618,PCT ANGLO 2 YRS OVERAGE         -GR  8   S69/
F6.1/        VAR619,PCT OTHER 2 YRS OVERAGE         -GR  8   S69/
F6.1         VAR620,TOTAL     WITH IQ BELOW 70      -GR  8   S69/
F6.1         VAR621,PCT SSA   WITH IQ BELOW 70      -GR  8   S69/
F6.1         VAR622,PCT NEGRO WITH IQ BELOW 70      -GR  8   S69/
F6.1         VAR623,PCT ANGLO WITH IQ BELOW 70      -GR  8   S69/
F6.1         VAR624,PCT OTHER WITH IQ BELOW 70      -GR  8   S69/
F6.1         VAR625,TOTAL     REPEATING SUBJECTS    -GR  8   S69/
F6.1         VAR626,PCT SSA   REPEATING SUBJECTS    -GR  8   S69/
F6.1         VAR627,PCT NEGRO REPEATING SUBJECTS    -GR  8   S69/
F6.1         VAR628,PCT ANGLO REPEATING SUBJECTS    -GR  8   S69/
F6.1         VAR629,PCT OTHER REPEATING SUBJECTS    -GR  8   S69/
F6.1         VAR630,TOTAL     REPEATING GRADE       -GR  8   S69/
F6.1         VAR631,PCT SSA   REPEATING GRADE       -GR  8   S69/
F6.1         VAR632,PCT NEGRO REPEATING GRADE       -GR  8   S69/
F6.1         VAR633,PCT ANGLO REPEATING GRADE       -GR  8   S69/
F6.1         VAR634,PCT OTHER REPEATING GRADE       -GR  8   S69/
F6.1         VAR635,TOTAL     TO JUV AUTHORITY      -GR  8   S69/
F6.1         VAR636,PCT SSA   TO JUV AUTHORITY      -GR  8   S69/
F6.1         VAR637,PCT NEGRO TO JUV AUTHORITY      -GR  8   S69/
F6.1         VAR638,PCT ANGLO TO JUV AUTHORITY      -GR  8   S69/
F6.1/        VAR639,PCT OTHER TO JUV AUTHORITY      -GR  8   S69/
F6.1         VAR640,TOTAL     SUSPENDED 2 OR MORE-GR  8   S69/
F6.1         VAR641,PCT SSA   SUSPENDED 2 OR MORE-GR  8   S69/
F6.1         VAR642,PCT NEGRO SUSPENDED 2 OR MORE-GR  8   S69/
F6.1         VAR643,PCT ANGLO SUSPENDED 2 OR MORE-GR  8   S69/
F6.1         VAR644,PCT OTHER SUSPENDED 2 OR MORE-GR  8   S69/
F6.1         VAR645,TOTAL ADA                       -GR  8   S69/
F6.1         VAR646,SSA ADA AS PCT OF TOTAL SSA  -GR  8   S69/
F6.1         VAR647,NEGRO ADA AS PCT OF NEGRO ENR-GR  8   S69/
F6.1         VAR648,ANGLO ADA AS PCT OF ANGLO ENR-GR  8   S69/
F6.1         VAR649,OTHER ADA AS PCT OF OTHER ENR-GR  8   S69/
F6.1         VAR650,TOTAL     IN HIGHEST ENGL CL -GR  8   S69/
F6.1         VAR651,PCT SSA   IN HIGHEST ENGL CL -GR  8   S69/
F6.1         VAR652,PCT NEGRO IN HIGHEST ENGL CL -GR  8   S69/
F6.1         VAR653,PCT ANGLO IN HIGHEST ENGL CL -GR  8   S69/
F6.1         VAR654,PCT OTHER IN HIGHEST ENGL CL -GR  8   S69/
F6.1         VAR655,TOTAL     IN LOWEST ENG CLASS-GR  8   S69/
F6.1         VAR656,PCT SSA   IN LOWEST ENG CLASS-GR  8   S69/
F6.1         VAR657,PCT NEGRO IN LOWEST ENG CLASS-GR  8   S69/
F6.1         VAR658,PCT ANGLO IN LOWEST ENG CLASS-GR  8   S69/
F6.1/        VAR659,PCT OTHER IN LOWEST ENG CLASS-GR  8   S69/
F6.1         VAR660,TOTAL      3 YRS OR MORE BELOW-GR 12  S69/
```

```
F6.1          VAR737,PCT NEGRO IN PREP FOR OTHER  -GR 12  S69/
F6.1          VAR738,PCT ANGLO IN PREP FOR OTHER  -GR 12  S69/
F6.1/         VAR739,PCT OTHER IN PREP FOR OTHER  -GR 12  S69/
F6.1          VAR740,TOTAL       IN GR 12         -GR 12  S69/
F6.1          VAR741,TOTAL   SSA IN GR 12         -GR 12  S69/
F6.1          VAR742,TOTAL NEGRO IN GR 12                 S69/
F6.1          VAR743,TOTAL ANGLO IN GR 12                 S69/
F6.1          VAR744,TOTAL OTHER IN GR 12                 S69/
F6.1          VAR745,TOTAL ADA                    -GR 12  S69/
F6.1          VAR746,SSA ADA AS PCT OF TOTAL SSA  -GR 12  S69/
F6.1          VAR747,NEGRO ADA AS PCT OF NEGRO ENR-GR 12  S69/
F6.1          VAR748,ANGLO ADA AS PCT OF ANGLO ENR-GR 12  S69/
F6.1          VAR749,OTHER ADA AS PCT OF OTHER ENR-GR 12  S69/
F6.1          VAR750,TOTAL     IN HIGHEST ENGL CL -GR 12  S69/
F6.1          VAR751,PCT SSA   IN HIGHEST ENGL CL -GR 12  S69/
F6.1          VAR752,PCT NEGRO IN HIGHEST ENGL CL -GR 12  S69/
F6.1          VAR753,PCT ANGLO IN HIGHEST ENGL CL -GR 12  S69/
F6.1          VAR754,PCT OTHER IN HIGHEST ENGL CL -GR 12  S69/
F6.1          VAR755,TOTAL     IN LOWEST ENG CLASS-GR 12  S69/
F6.1          VAR756,PCT SSA   IN LOWEST ENG CLASS-GR 12  S69/
F6.1          VAR757,PCT NEGRO IN LOWEST ENG CLASS-GR 12  S69/
F6.1          VAR758,PCT ANGLO IN LOWEST ENG CLASS-GR 12  S69/
F6.1/         VAR759,PCT OTHER IN LOWEST ENG CLASS-GR 12  S69/
F6.1          VAR760,TRACKING IN THIS GRADE       -GR  4  S69/
F6.1          VAR761,TYPE OF TRACKING             -GR  4  S69/
F6.1          VAR762,TRACKING IN THIS GRADE       -GR  8  S69/
F6.1          VAR763,TYPE OF TRACKING             -GR  8  S69/
F6.1          VAR764,TRACKING IN THIS GRADE       -GR 12  S69/
F6.1)         VAR765,TYPE OF TRACKING             -GR 12  S69/
F6.1          VAR713,PCT ANGLO REPEATING GRADE    -GR 12  S69/
F6.1          VAR714,PCT OTHER REPEATING GRADE    -GR 12  S69/
F6.1          VAR715,TOTAL     TO JUV AUTHORITY   -GR 12  S69/
F6.1          VAR716,PCT SSA   TO JUV AUTHORITY   -GR 12  S69/
F6.1          VAR717,PCT NEGRO TO JUV AUTHORITY   -GR 12  S69/
F6.1          VAR718,PCT ANGLO TO JUV AUTHORITY   -GR 12  S69/
F6.1/         VAR719,PCT OTHER TO JUV AUTHORITY   -GR 12  S69/
F6.1          VAR720,TOTAL     SUSPENDED 2 OR MORE-GR 12  S69/
F6.1          VAR721,PCT SSA   SUSPENDED 2 OR MORE-GR 12  S69/
F6.1          VAR722,PCT NEGRO SUSPENDED 2 OR MORE-GR 12  S69/
F6.1          VAR723,PCT ANGLO SUSPENDED 2 OR MORE-GR 12  S69/
F6.1          VAR724,PCT OTHER SUSPENDED 2 OR MORE-GR 12  S69/
F6.1          VAR725,TOTAL     IN COLLEGE PREP    -GR 12  S69/
F6.1          VAR726,PCT SSA   IN COLLEGE PREP    -GR 12  S69/
F6.1          VAR727,PCT NEGRO IN COLLEGE PREP    -GR 12  S69/
F6.1          VAR728,PCT ANGLO IN COLLEGE PREP    -GR 12  S69/
F6.1          VAR729,PCT OTHER IN COLLEGE PREP    -GR 12  S69/
F6.1          VAR730,TOTAL     IN VOCATIONAL PREP -GR 12  S69/
F6.1          VAR731,PCT SSA   IN VOCATIONAL PREP -GR 12  S69/
F6.1          VAR732,PCT NEGRO IN VOCATIONAL PREP -GR 12  S69/
F6.1          VAR733,PCT ANGLO IN VOCATIONAL PREP -GR 12  S69/
F6.1          VAR734,PCT OTHER IN VOCATIONAL PREP -GR 12  S69/
F6.1          VAR735,TOTAL     IN PREP FOR OTHER  -GR 12  S69/
F6.1          VAR736,PCT SSA   IN PREP FOR OTHER  -GR 12  S69/
```

```
F6.1               VAR661,PCT   SSA 3 YRS OR MORE BELOW-GR 12  S69/
F6.1               VAR662,PCT NEGRO 3 YRS OR MORE BELOW-GR 12  S69/
F6.1               VAR663,PCT ANGLO 3 YRS OR MORE BELOW-GR 12  S69/
F6.1               VAR664,PCT OTHER 3 YRS OR MORE BELOW-GR 12  S69/
F6.1               VAR665,TOTAL    2 TO 3 YRS BELOW    -GR 12  S69/
F6.1               VAR666,PCT SSA 2 TO 3 YRS BELOW     -GR 12  S69/
F6.1               VAR667,PCT NEGRO 2 TO 3 YRS BELOW   -GR 12  S69/
F6.1               VAR668,PCT ANGLO 2 TO 3 YRS BELOW   -GR 12  S69/
F6.1               VAR669,PCT OTHER 2 TO 3 YRS BELOW   -GR 12  S69/
F6.1               VAR670,TOTAL     6 MO TO 2 YRS BELOW-GR 12  S69/
F6.1               VAR671,PCT SSA   6 MO TO 2 YRS BELOW-GR 12  S69/
F6.1               VAR672,PCT NEGRO 6 MO TO 2 YRS BELOW-GR 12  S69/
F6.1               VAR673,PCT ANGLO 6 MO TO 2 YRS BELOW-GR 12  S69/
F6.1               VAR674,PCT OTHER 6 MO TO 2 YRS BELOW-GR 12  S69/
F6.1               VAR675,TOTAL     AT GRADE LEVEL     -GR 12  S69/
F6.1               VAR676,PCT SSA   AT GRADE LEVEL     -GR 12  S69/
F6.1               VAR677,PCT NEGRO AT GRADE LEVEL     -GR 12  S69/
F6.1               VAR678,PCT ANGLO AT GRADE LEVEL     -GR 12  S69/
F6.1/              VAR679,PCT OTHER AT GRADE LEVEL     -GR 12  S69/
F6.1               VAR680,TOTAL     6 MO TO 2 YRS ABOVE-GR 12  S69/
F6.1               VAR681,PCT SSA   6 MO TO 2 YRS ABOVE-GR 12  S69/
F6.1               VAR682,PCT NEGRO 6 MO TO 2 YRS ABOVE-GR 12  S69/
F6.1               VAR683,PCT ANGLO 6 MO TO 2 YRS ABOVE-GR 12  S69/
F6.1               VAR684,PCT OTHER 6 MO TO 2 YRS ABOVE-GR 12  S69/
F6.1               VAR685,TOTAL MORE THAN 2 YRS ABOVE  -GR 12  S69/
F6.1               VAR686,PCT SSA   MORE 2 YRS ABOVE   -GR 12  S69/
F6.1               VAR687,PCT NEGRO MORE 2 YRS ABOVE   -GR 12  S69/
F6.1               VAR688,PCT ANGLO MORE 2 YRS ABOVE   -GR 12  S69/
F6.1               VAR689,PCT OTHER MORE 2 YRS ABOVE   -GR 12  S69/
F6.1               VAR690,TOTAL PUPILS                 -GR 12  S69/
F6.1               VAR691,TOTAL NUMBER SSA             -GR 12  S69/
F6.1               VAR692,TOTAL NUMBER NEGRO           -GR 12  S69/
F6.1               VAR693,TOTAL NUMBER ANGLO           -GR 12  S69/
F6.1               VAR694,TOTAL NUMBER OTHER           -GR 12  S69/
F6.1               VAR695,TOTAL    2 YRS OVERAGE       -GR 12  S69/
F6.1               VAR696,PCT   SSA 2 YRS OVERAGE      -GR 12  S69/
F6.1               VAR697,PCT NEGRO 2 YRS OVERAGE      -GR 12  S69/
F6.1               VAR698,PCT ANGLO 2 YRS OVERAGE      -GR 12  S69/
F6.1/              VAR699,PCT OTHER 2 YRS OVERAGE      -GR 12  S69/
F6.1               VAR700,TOTAL     WITH IQ BELOW 70   -GR 12  S69/
F6.1               VAR701,PCT SSA   WITH IQ BELOW 70   -GR 12  S69/
F6.1               VAR702,PCT NEGRO WITH IQ BELOW 70   -GR 12  S69/
F6.1               VAR703,PCT ANGLO WITH IQ BELOW 70   -GR 12  S69/
F6.1               VAR704,PCT OTHER WITH IQ BELOW 70   -GR 12  S69/
F6.1               VAR705,TOTAL     REPEATING SUBJECTS -GR 12  S69/
F6.1               VAR706,PCT SSA   REPEATING SUBJECTS -GR 12  S69/
F6.1               VAR707,PCT NEGRO REPEATING SUBJECTS -GR 12  S69/
F6.1               VAR708,PCT ANGLO REPEATING SUBJECTS -GR 12  S69/
F6.1               VAR709,PCT OTHER REPEATING SUBJECTS -GR 12  S69/
F6.1               VAR710,TOTAL     REPEATING GRADE    -GR 12  S69/
F6.1               VAR711,PCT SSA   REPEATING GRADE    -GR 12  S69/
F6.1               VAR712,PCT NEGRO REPEATING GRADE    -GR 12  S69/
```

```
                    1969-1972 DISTRICT STUDY

INPUT FORMAT   FIXED(F3,F2,F4,F3,F1,F1,4A10,F1,11F6/10(21F6/)9F6/
                    11/F6.1,F6,10F6.1,F6,8F6.1/6(21F6.1/)15F6.1/
                   F3,2F2,3F3,F2,5F6,5F5/2(15F5/)F2,X,F2,9F2,16F3/
               F3,2F2,F3,2F2,F3,F2,16F2,8F3/8F5,5F2,2F2,3F2,2F2,2F2/9(F2,2F2,
               2F2)/5F5,5F2,9F5/2(15F5/)12F5,F4,F3,2F4/2(2F3,4F5,2F4)/2(2F3,4F5,
               2F4)/5F5,F2,2F3,26F2,2F8/2F4,6F5,3F9,F10/F3,18F2,15F2,3X,15F2/
               F2,7F3,3F4,7F2,3F2,13F2,F2,F2,2F2,3F2,2F2,F2/
                      11(21F6.1/)4A10,3F7,F6,F8/
                   4(21F6.1/)11F6.1)


          F3             VAR001,DISTRICT IDENTIFICATION CODE          1969/
          F2             VAR002,STATE CODE                            1969/
          F4             VAR003,COUNTY CODE                           1969/
          F3             VAR004,DISTRICT CODE                         1969/
          F1             VAR005,SUPPLEMENTAL CODE                     1969/
          F1             VAR006,SAMPLING CODE                         1969/
          A10            VAR007,DISTRICT NAME- PART 1                 1969/
          A10            VAR008,DISTRICT NAME- PART 2                 1969/
          A10            VAR009,DISTRICT NAME- PART 3                 1969/
          A10            VAR010,DISTRICT NAME- PART 4                 1969/
          F1             VAR011,HEW COMPLIANCE CODE                   1969/
          F6             VAR012,NUMBER OF SCHOOLS IN SYSTEM           1969/
          F6             VAR013,TOTAL ENROLLMENT                      1969/
          F6             VAR014,AMERICAN INDIAN ENROLLMENT            1969/
          F6             VAR015,NEGRO ENROLLMENT                      1969/
          F6             VAR016,ORIENTAL ENROLLMENT                   1969/
          F6             VAR017,SPANISH AMERICAN ENROLLMENT           1969/
          F6             VAR018,TOTAL TEACHERS ASSIGNED TO ONE SCHO   1969/
          F6             VAR019,INDIAN TEACHERS ASSIGNED TO ONE SCH   1969/
          F6             VAR020,NEGRO TEACHERS ASSIGNED TO ONE SCHO   1969/
          F6             VAR021,ORIENTAL TEACHERS ASSIGNED TO ONE S   1969/
          F6   /         VAR022,SA TEACHERS ASSIGNED TO ONE SCHOOL    1969/
          F6             VAR023,TOTAL TEACHERS MORE THAN ONE SCHOOL   1969/
          F6             VAR024,INDIAN TEACHERS MORE THAN ONE SCHOO   1969/
          F6             VAR025,NEGRO TEACHERS MORE THAN ONE SCHOOL   1969/
          F6             VAR026,ORIENTAL TEACHERS MORE THAN ONE SCH   1969/
          F6             VAR027,SA TEACHERS MORE THAN ONE SCHOOL      1969/
          F6             VAR028,TOTAL INSTRUCTIONAL STAFF             1969/
          F6             VAR029,AMERICAN INDAIN INSTR STAFF           1969/
          F6             VAR030,NEGRO INSTR STAFF                     1969/
          F6             VAR031,ORIENTAL INSTR STAFF                  1969/
          F6             VAR032,SPANISH AMERICAN INSTR STAFF          1969/
          F6             VAR033,WEIGHT FACTOR                         1969/
          F6             VAR034,TOTAL ADA                             1969/
          F6             VAR035,DISTRICT CATEGORY INDEX               1969/
          F6             VAR036,QUESTION SIGNED DATE                  1969/
          F6             VAR037,QUESTION 1                            1969/
          F6             VAR038,UNIT CODE OF SCHL HIGHEST COL BND     1969/
          F6             VAR039,PCT OF SCHL 68 GRADS ENTERING COL     1969/
```

```
F6              VAR040,PCT OF SCHL 68 SSA GRADS ENTER COL  1969/
F6              VAR041,UNIT CODE FOR SCHL HIGHEST DROPOUT  1969/
F6              VAR042,UNIT CODE SCHL W HIGHEST READING SCR1969/
F6   /          VAR043,IN SERVICE TEACHER TRAINING         1969/
F6              VAR044,ESL - TOTAL HRS SUMMER              1969/
F6              VAR045,ESL - TOTAL HRS ACADEMIC YR         1969/
F6              VAR046,ESL - NO TEACHERS SUMMER            1969/
F6            . VAR047,ESL - NO TEACHERS ACADEMIC YR       1969/
F6              VAR048,BIL ED - TOTAL HRS SUMMER           1969/
F6              VAR049,BIL ED - TOTAL HRS ACADEMIC YR      1969/
F6              VAR050,BIL ED - NO TEACHERS SUMMER         1969/
F6              VAR051,BIL ED - NO TEACHERS ACADEMIC YR    1969/
F6              VAR052,MEXICAN CULTURE-TOTAL HRS SUMMER    1969/
F6              VAR053,MEXICAN CULTURE-TOTAL HRS ACADEMIC  1969/
F6              VAR054,MEXICAN CULTURE-NO. TEACHERS SUMMER 1969/
F6              VAR055,MEXICAN CULTURE-NO. TEACHERS ACAD Y 1969/
F6              VAR056,MA CULT - TOTAL HRS SUMMER          1969/
F6              VAR057,MA CULT - TOTAL HRS ACADEMIC YR     1969/
F6              VAR058,MA CULT - NO TEACHERS SUMMER        1969/
F6              VAR059,MA CULT - NO TEACHERS ACADEMIC YR   1969/
F6              VAR060,RR - TOTAL HRS SUMMER               1969/
F6              VAR061,RR - TOTAL HRS ACADEMIC YR          1969/
F6              VAR062,RR - NO TEACHERS SUMMER             1969/
F6              VAR063,RR - NO TEACHERS ACADEMIC YR        1969/
F6   /          VAR064,OTHER MA COURSE TOTAL HRS SUMMER    1969/
F6              VAR065,OTHER MA COURSE TOTAL HRS ACADEMIC  1969/
F6              VAR066,OTHER MA COURSE NO TEACHERS SUMMER  1969/
F6              VAR067,OTHER MA COURSE NO TEACHERS ACADEMI 1969/
F6              VAR068,N SPANISH SURNAMED SUPT             1969/
F6              VAR069,N NEGRO SUPT                        1969/
F6              VAR070,N ANGLO SUPT                        1969/
F6              VAR071,N OTHER SUPT                        1969/
F6              VAR072,N SUPT WITH BA DEGREE ONLY          1969/
F6              VAR073,N SUPT WITH MA BUT NO PHD           1969/
F6              VAR074,N SUPT WITH PHD                     1969/
F6              VAR075,N SPANISH SURNAMED ASSOC SUPT       1969/
F6              VAR076,N NEGRO ASSOC SUPT                  1969/
F6              VAR077,N ANGLO ASSOC SUPT                  1969/
F6              VAR078,N OTHER ASSOC SUPT                  1969/
F6              VAR079,N ASSOC SUPT WITH BA                1969/
F6              VAR080,N ASSOC SUPT WITH MA BUT NOT PHD    1969/
F6              VAR081,N ASSOC SUPT WITH PHD               1969/
F6              VAR082,N SPANISH SURNAMED ASST SUPT        1969/
F6              VAR083,N NEGRO ASST SUPT                   1969/
F6              VAR084,N ANGLO ASST SUPT                   1969/
F6   /          VAR085,N OTHER ASST SUPT                   1969/
F6              VAR086,N ASST SUPT WITH BA                 1969/
F6              VAR087,N ASST SUPT WITH MA BUT NOT PHD     1969/
F6              VAR088,N ASST SUPT WITH PHD                1969/
F6              VAR089,N SSA PSYCHOLOGISTS/PSYCHOMETRISTS  1969/
F6              VAR090,N NEGRO PSYCHOLOGISTS/PSYCHOMETRIST 1969/
F6              VAR091,N ANGLO PSYCHOLOGISTS/PSYCHOMETRIST 1969/
```

```
F6              VAR092,N OTHER PSYCHOLOGISTS/PSYCHOMETRIST  1969/
F6              VAR093,N PSYCHOLOGISTS/PSYCHOMETRISTS WITH  1969/
F6              VAR094,N PSYCHOLOGISTS/PSYCHOMETRISTS WITH  1969/
F6              VAR095,N PSYCHOLOGISTS/PSYCHOMETRIST WITH   1969/
F6              VAR096,N SSA SOCIAL WORKERS                 1969/
F6              VAR097,N NEGRO SOCIAL WORKERS               1969/
F6              VAR098,N ANGLO SOCIAL WORKERS               1969/
F6              VAR099,N OTHER SOCIAL WORKERS               1969/
F6              VAR100,N SOCIAL WORKERS WITH BA             1969/
F6              VAR101,N SOCIAL WORKERS WITH MA             1969/
F6              VAR102,N SOCIAL WORKERS WITH PHD            1969/
F6              VAR103,N SSA ATTENDANCE OFFICERS            1969/
F6              VAR104,N NEGRO ATTENDANCE OFFICERS          1969/
F6              VAR105,N ANGLO ATTENDANCE OFFICERS          1969/
F6   /          VAR106,N OTHER ATTENDANCE OFFICERS          1969/
F6              VAR107,N ATTENDANCE OFFICERS WITH BA        1969/
F6              VAR108,N ATTENDANCE OFFICERS WITH MA        1969/
F6              VAR109,N ATTENDANCE OFFICERS WITH PHD       1969/
F6              VAR110,N SSA FEDERAL PROGRAM OFFICERS       1969/
F6              VAR111,N NEGRO FEDERAL PROGRAM OFFICERS     1969/
F6              VAR112,N ANGLO FEDERAL PROGRAM OFFICERS     1969/
F6              VAR113,N OTHER FEDERAL PROGRAM OFFICERS     1969/
F6              VAR114,FEDERAL PROGRAM OFFICERS WITH BA     1969/
F6              VAR115,FEDERAL PROGRAM OFFICERS WITH MA     1969/
F6              VAR116,FEDERAL PROGRAM OFFICERS WITH PHD    1969/
F6              VAR117,N SSA CURRICULUM DIRECTORS           1969/
F6              VAR118,N NEGRO CURRICULUM DIRECTORS         1969/
F6              VAR119,N ANGLO CURRICULUM DIRECTORS         1969/
F6              VAR120,N OTHER CURRICULUM DIRECTORS         1969/
F6              VAR121,N CURRICULUM DIRECTORS WITH BA       1969/
F6              VAR122,N CURRICULUM DIRECTORS WITH MA       1969/
F6              VAR123,N CURRICULUM DIRECTORS WITH PHD      1969/
F6              VAR124,N SSA COMMUNITY RELATIONS            1969/
F6              VAR125,N NEGRO COMMUNITY RELATIONS          1969/
F6              VAR126,N ANGLO COMMUNITY RELATIONS          1969/
F6   /          VAR127,N OTHER COMMUNITY RELATIONS          1969/
F6              VAR128,COMMUNITY RELATIONS WITH BA          1969/
F6              VAR129,COMMUNITY RELATIONS WITH MA          1969/
F6              VAR130,COMMUNITY RELATIONS WITH PHD         1969/
F6              VAR131,N SSA OTHER PROF NOT ASND TO SCHL    1969/
F6              VAR132,N NEGRO OTHER PROF NOT ASND TO SCHL  1969/
F6              VAR133,N ANGLO OTHER PROF NOT ASND TO SCHL  1969/
F6              VAR134,N OTHER OTHER PROF NOT ASND TO SCHL  1969/
F6              VAR135,N OTHER PROF NOT ASND TO SCHL-BA     1969/
F6              VAR136,N OTHER PROF NOT ASND TO SCHL-MA     1969/
F6              VAR137,N OTHER PROF NOT ASND TO SCHL-PHD    1969/
F6              VAR138,DISTRICT CATEGORY INDEX              1969/
F6              VAR139,OCCUPATION CODE - 1                  1969/
F6              VAR140,ETHNIC CODE - 1                      1969/
F6              VAR141,YEARS SERVED - 1                     1969/
F6              VAR142,EDUCATION - 1                        1969/
```

```
F6                  VAR143,OCCUPATION CODE - 2                 1969/
F6                  VAR144,ETHNIC CODE - 2                     1969/
F6                  VAR145,YEARS SERVED - 2                    1969/
F6                  VAR146,EDUCATION - 2                       1969/
F6                  VAR147,OCCUPATION CODE - 3                 1969/
F6   /              VAR148,ETHNIC CODE - 3                     1969/
F6                  VAR149,YEARS SERVED - 3                    1969/
F6                  VAR150,EDUCATION - 3                       1969/
F6                  VAR151,OCCUPATION CODE - 4                 1969/
F6                  VAR152,ETHNIC CODE - 4                     1969/
F6                  VAR153,YEARS SERVED - 4                    1969/
F6                  VAR154,EDUCATION - 4                       1969/
F6                  VAR155,OCCUPATION CODE - 5                 1969/
F6                  VAR156,ETHNIC CODE - 5                     1969/
F6                  VAR157,YEARS SERVED - 5                    1969/
F6                  VAR158,EDUCATION - 5                       1969/
F6                  VAR159,OCCUPATION CODE - 6                 1969/
F6                  VAR160,ETHNIC CODE - 6                     1969/
F6                  VAR161,YEARS SERVED - 6                    1969/
F6                  VAR162,EDUCATION - 6                       1969/
F6                  VAR163,OCCUPATION CODE - 7                 1969/
F6                  VAR164,ETHNIC CODE - 7                     1969/
F6                  VAR165,YEARS SERVED - 7                    1969/
F6                  VAR166,EDUCATION - 7                       1969/
F6                  VAR167,OCCUPATION CODE - 8                 1969/
F6                  VAR168,ETHNIC CODE - 8                     1969/
F6   /              VAR169,YEARS SERVED - 8                    1969/
F6                  VAR170,EDUCATION - 8                       1969/
F6                  VAR171,OCCUPATION CODE - 9                 1969/
F6                  VAR172,ETHNIC CODE - 9                     1969/
F6                  VAR173,YEARS SERVED - 9                    1969/
F6                  VAR174,EDUCATION - 9                       1969/
F6                  VAR175,OCCUPATION CODE - 10                1969/
F6                  VAR176,ETHNIC CODE - 10                    1969/
F6                  VAR177,YEARS SERVED - 10                   1969/
F6                  VAR178,EDUCATION - 10                      1969/
F6                  VAR179,OCCUPATION CODE - 11                1969/
F6                  VAR180,ETHNIC CODE - 11                    1969/
F6                  VAR181,YEARS SERVED - 11                   1969/
F6                  VAR182,EDUCATION - 11                      1969/
F6                  VAR183,CONSULTANTS                         1969/
F6                  VAR184,VOLUNTEER ADVISORY BOARD            1969/
F6                  VAR185,ETHNIC BALANCE IN SCHOOLS           1969/
F6                  VAR186,TEACHER TRAINING IN MA STUDIES      1969/
F6                  VAR187,EMPLOY SSA TEACHERS OR ADMINISTRATO 1969/
F6                  VAR188,PUPIL EXCHANGE                      1969/
F6                  VAR189,PTA ACTIVITIES RELATIVE TO MA       1969/
F6   /              VAR190,MAKE CURRIC RELEVANT FOR MA         1969/
F6                  VAR191,BILI-BICUL ORG OF SCHOOL            1969/
F6                  VAR192,OTHER                               1969/
F6                  VAR193,SPANISH ON THE SCHOOL GROUNDS       1969/
F6                  VAR194,SPANISH IN THE CLASSROOM            1969/
```

```
F6              VAR195,COPY OF NO SPANISH POLICY            1969/
F6              VAR196,GR 1 SSA                              1969/
F6              VAR197,GR 1 NEGRO                            1969/
F6              VAR198,GR 1 ANGLO                            1969/
F6              VAR199,GR 1 OTHER                            1969/
F6              VAR200,GR1 TOTAL                             1969/
F6              VAR201,GR 4 SSA                              1969/
F6              VAR202,GR 4 NEGRO                            1969/
F6              VAR203,GR 4 ANGLO                            1969/
F6              VAR204,GR4 OTHER                             1969/
F6              VAR205,GR4 TOTAL                             1969/
F6              VAR206,GR 8 SSA                              1969/
F6              VAR207,GR 8 NEGRO                            1969/
F6              VAR208,GR 8 ANGLO                            1969/
F6              VAR209,GR 8 OTHER                            1969/
F6              VAR210,GR 8 TOTAL                            1969/
F6   /          VAR211,GR 12 SSA                             1969/
F6              VAR212,GR 12 NEGRO                           1969/
F6              VAR213,GR 12 ANGLO                           1969/
F6              VAR214,GR 12 OTHER                           1969/
F6              VAR215,GR 12 TOTAL                           1969/
F6              VAR216,ADDED COMMENTS                        1969/
F6              VAR217,EXPENDITURES PER ADA                  1969/
F6              VAR218,EXPENDITURES LESS FEDERAL AID         1969/
F6              VAR219,ASSESSED VALUATION PER ADA            1969/
F6   /          VAR220,SCHOOL TAX RATE PER $100              1969/
F6.1            VAR221,NUMBER OF SCHOOLS IN THE SYSTEM       1969/
F6              VAR222,TOTAL DISTRICT ENROLLMENT             1969/
F6.1            VAR223,PCT INDIAN ENROLLMENT                 1969/
F6.1            VAR224,PCT NEGRO ENROLLMENT                  1969/
F6.1            VAR225,PCT ORIENTAL ENROLLMENT               1969/
F6.1            VAR226,PCT SSA ENROLLMENT                    1969/
F6.1            VAR227,TOTAL INSTRUCTIONAL STAFF IN DISTRICT 69/
F6.1            VAR228,PCT AMERICAN INDIAN TEACHERS          1969/
F6.1            VAR229,PCT NEGRO TEACHERS                    1969/
F6.1            VAR230,PCT ORIENTAL TEACHERS                 1969/
F6.1            VAR231,PCT SSA TEACHERS                      1969/
F6.1            VAR232,WEIGHT FACTOR                         1969/
F6              VAR233,TOTAL ADA                             1969/
F6.1            VAR234,DISTRICT CATEGORY INDEX               1969/
F6.1            VAR235,SPONSORED ANY IN-SERVICE TRAINING     1969/
F6.1            VAR236,ESL--TOTAL HRS SUMMER                 1969/
F6.1            VAR237,ESL--TOTAL HRS ACADEMIC YEAR          1969/
F6.1            VAR238,ESL--NO. TEACHERS SUMMER              1969/
F6.1            VAR239,ESL--NO. TEACHERS ACADEMIC YR         1969/
F6.1            VAR240,BIL ED--TOTAL HRS SUMMER              1969/
F6.1/           VAR241,BIL ED--TOTAL HRS ACADEMIC YR         1969/
F6.1            VAR242,BIL ED--NO. TEACHERS SUMMER           1969/
F6.1            VAR243,BIL ED--NO. TEACHERS ACADEMIC YR      1969/
F6.1            VAR244,MEX. CULTURE-TOTAL HRS SUMMER         1969/
F6.1            VAR245,M CULT--TOTAL HRS ACADEMIC YR         1969/
```

```
F6.1        VAR246,M CULT--NO. TEACHERS SUMMER              1969/
F6.1        VAR247,M CULT--NO. TEACHERS ACAD. YR.           1969/
F6.1        VAR248,MA CULTURE--TOTAL HRS SUMMER             1969/
F6.1        VAR249,MA CULTURE--TOTAL HRS ACADEMIC YR        1969/
F6.1        VAR250,MA CULTURE--NO. TEACHERS SUMMER          1969/
F6.1        VAR251,MA CULTURE--NO. TEACHERS ACAD. YR        1969/
F6.1        VAR252,REMEDIAL READ--TOTAL HRS SUMMER          1969/
F6.1        VAR253,REMEDIAL READ--TOTAL HRS ACAD. YR        1969/
F6.1        VAR254,REMEDIAL READ--NO. TEACHERS SUMMER       1969/
F6.1        VAR255,REMEDIAL READ--NO. TEACHERS ACAD. YR       69/
F6.1        VAR256,OTHER MA SUBJ--TOT HRS SUMMER            1969/
F6.1        VAR257, OTHER MA SUBJ--TOTAL HRS ACAD YR        1969/
F6.1        VAR258,OTHER MA SUBJ--NO. TEACHERS SUMMER       1969/
F6.1        VAR259,OTHER MA SUBJ--NO. TEACHERS ACAD.YR        69/
F6.1        VAR260,ETHNICITY OF SUPERINTENDENT              1969/
F6.1        VAR261,EDUCATION OF SUPERINTENDENT              1969/
F6.1/       VAR262,TOTAL N. ASSOC-ASST SUPERINTENDENTS        69/
F6.1        VAR263,PCT SSA ASSOC-ASSIS SUPERINTENDENT       1969/
F6.1        VAR264, PCT NEGRO ASSOC-ASST SUPERINTEND        1969/
F6.1        VAR265,PCT. ANGLO ASSOC-ASSIS SUPERINTEND       1969/
F6.1        VAR266,PCT OTHER ASSOC-ASSIS SUPERINTEND        1969/
F6.1        VAR267,PCT ASSOC SUPERINTENDENT WITH BA         1969/
F6.1        VAR268,PCT ASSOC SUPERINTENDENTS WITH MA        1969/
F6.1        VAR269,PCT ASSOC SUPERINTENDENTS WITH PHD       1969/
F6.1        VAR270,TOTAL PSYCHOLOGIST-PSYCHOMETRISTS        1969/
F6.1        VAR271,PCT SSA PSYCHOLOGISTS-PSYCHOMETRISTS       69/
F6.1        VAR272,PCT NEGRO PSYCHOLOGISTS                  1969/
F6.1        VAR273,PCT ANGLO PSYCHOLOGISTS                  1969/
F6.1        VAR274,PCT OTHER PSYCHOLOGISTS                  1969/
F6.1        VAR275,PCT PSYCHOLOGISTS WITH BA                1969/
F6.1        VAR276,PCT PSYCHOLOGISTS WITH MA                1969/
F6.1        VAR277,PCT PSYCHOLOGISTS WITH PHD               1969/
F6.1        VAR278,TOTAL NUMBER OF SOCIAL WORKERS           1969/
F6.1        VAR279,PCT SSA SOCIAL WORKERS                   1969/
F6.1        VAR280,PCT NEGRO SOCIAL WORKERS                 1969/
F6.1        VAR281,PCT ANGLO SOCIAL WORKERS                 1969/
F6.1        VAR282,PCT OTHER SOCIAL WORKERS                 1969/
F6.1/       VAR283,PCT OF SOCIAL WORKERS WITH BA            1969/
F6.1        VAR284,PCT SOCIAL WORKERS WITH MA               1969/
F6.1        VAR285, PCT SOCIAL WORKERS WITH PHD             1969/
F6.1        VAR286,TOTAL NUMBER OF ATTENDENDANCE OFF        1969/
F6.1        VAR287,PCT SSA ATTENDANCE OFFICERS              1969/
F6.1        VAR288,PCT NEGRO ATTENDANCE OFFICERS            1969/
F6.1        VAR289,PCT ANGLO ATTENDANCE OFFICERS            1969/
F6.1        VAR290,PCT OTHER ATTENDANCE OFFICERS            1969/
F6.1        VAR291,PCT ATTENDANCE OFFICERS WITH BA          1969/
F6.1        VAR292,PCT ATTENDANCE OFFICERS WITH MA          1969/
F6.1        VAR293,PCT ATTENDANCE OFFICERS WITH PHD         1969/
F6.1        VAR294,TOTAL FEDERAL PROGRAM OFFICERS           1969/
F6.1        VAR295,PCT SSA FED PROGRAM OFFICERS             1969/
F6.1        VAR296,PCT NEGRO FED PROGRAM OFFICERS           1969/
```

```
F6.1        VAR297,PCT ANGLO FEDERAL PROGRAM OFFICERS  1969/
F6.1        VAR298,PCT OTHER FEDERAL PROGRAM OFFICERS  1969/
F6.1        VAR299,PCT FED PROGRAM OFFICERS WITH BA    1969/
F6.1        VAR300,PCT FEDERAL PROGRAM OFFICERS WITH MA  69/
F6.1        VAR301,PCT FEDERAL PROGRAM OFFICERS WITH PHD 69/
F6.1        VAR302,TOTAL CURRICULUM DIRECTORS            1969/
F6.1        VAR303,PCT SSA CURRICULUM DIRECTORS          1969/
F6.1/       VAR304,PCT NEGRO CURRICULUM DIRECTORS        1969/
F6.1        VAR305,PCT ANGLO CIRRICULUM DIRECTORS        1969/
F6.1        VAR306,PCT OTHER CURRICULUM DIRECTORS        1969/
F6.1        VAR307,PCT CURRICULUM DIRECTORS WITH BA      1969/
F6.1        VAR308,PCT CURRICULUM DIRECTORS WITH MA      1969/
F6.1        VAR309,PCT CURRICULUM DIRECTORS WITH PHD     1969/
F6.1        VAR310,TOTAL COMMUNITY RELATIONS SPECIALISTS 69/
F6.1        VAR311,PCT SSA COMMUNITY REL SPECIALISTS     1969/
F6.1        VAR312,PCT NEGRO COMMUNITY RELS SPECIALISTS  69/
F6.1        VAR313,PCT ANGLO COMMUNITY RELS SPECIALISTS  69/
F6.1        VAR314,PCT OTHER COMMUNITY RELS SPECIALISTS  69/
F6.1        VAR315,PCT COMMUNITY RELS SPECIALISTS WITH BA69/
F6.1        VAR316,COMMUNITY REL SPEC WITH MA            1969/
F6.1        VAR317,COMMUNITY RELATIONS SPEC WITH PHD     1969/
F6.1        VAR318,TOTAL NOT ASSIGNED TO SCHOOLS         1969/
F6.1        VAR319, PCT SSA NOT ASSIGNED TO SCHOOLS      1969/
F6.1        VAR320,PCT NEGRO NOT ASSIGNED TO SCHOOLS     1969/
F6.1        VAR321,PCT ANGLO NOT ASSIGNED TO SCHOOLS     1969/
F6.1        VAR322,PCT OTHER NOT ASSIGNED TO SCHOOLS     1969/
F6.1        VAR323,PCT NOT ASSIGNED WITH BA                 /
F6.1        VAR324,PCT NOT ASSIGNED WITH MA              1969/
F6.1/       VAR325,PCT NOT ASSIGNED WITH PHD             1969/
F6.1        VAR326,TOTAL NUMBER OF BOARD MEMBERS         1969/
F6.1        VAR327,PCT BUSINESS OWNERS ON BOARD          1969/
F6.1        VAR328,PCT PROFESSIONAL ON BOARD             1969/
F6.1        VAR329,PCT FARMERS ON BOARD                  1969/
F6.1        VAR330,PCT SALES AND CLERICAL ON BOARD       1969/
F6.1        VAR331,PCT SKILLED AND FORMEN ON BOARD       1969/
F6.1        VAR332,PCT SEMISKILLED ON BOARD              1969/
F6.1        VAR333,PCT SERVICE WORKERS ON BOARD          1969/
F6.1        VAR334,PCT HOUSEWIVES ON BOARD               1969/
F6.1        VAR335,PCT REITRED ON BOARD                  1969/
F6.1        VAR336,PCT SSA ON SCHOOL BOARD               1969/
F6.1        VAR337,PCT NEGRO ON SCHOOL BOARD             1969/
F6.1        VAR338,PCT ANGLO ON SCHOOL BOARD             1969/
F6.1        VAR339,PCT OTHER ON SCHOOL BOARD             1969/
F6.1        VAR340,AVERAGE YEARS SERVED ON BOARD         1969/
F6.1        VAR341,MEAN EDUCATION OF BOARD MEMBERS       1969/
F6.1        VAR342,EMPLOYED CONSULTANTS ON MA AFFAIRS    1969/
F6.1        VAR343,VOLUNTEER ADVISORY BOARD ON MA        1969/
F6.1        VAR344,ETHNIC BALANCE                        1969/
F6.1        VAR345,IN-SERVICE TEACHER TRAINING ON MA     1969/
F6.1/       VAR346,EMPLOY MA TEACHERS OR ADMINISTRATORS  69/
F6.1        VAR347,PUPIL EXCHANGE                        1969/
```

```
F6.1      VAR348,EXPANDED PTA ACTIVITIES RE MA          1969/
F6.1      VAR349,MAKE CURRICULUM MORE RELEVANT FOR MA     69/
F6.1      VAR350, BILINGUAL-BICULTURAL ORG              1969/
F6.1      VAR351,OTHER RECCOMENDATIONS                  1969/
F6.1      VAR352,WRITTEN NO-SPANISH RULE--SCHL GRNDS      69/
F6.1      VAR353,WRITTEN NO-SPANISH RULE--CLASSROOM       69/
F6.1      VAR354,ATTACHED COPY OF NO-SPANISH RULE         69/
F6.1      VAR355,TOTAL ENROLLMENT--GRADE 1              1969/
F6.1      VAR356,SSA   ENROLLMENT--GRADE 1              1969/
F6.1      VAR357,NEGRO ENROLLMENT--GRADE 1              1969/
F6.1      VAR358,ANGLO ENROLLMENT--GRADE 1              1969/
F6.1      VAR359,OTHER ENROLLMENT--GRADE 1              1969/
F6.1      VAR360,TOTAL ENROLLMENT--GRADE 4              1969/
F6.1      VAR361,SSA   ENROLLMENT--GRADE 4              1969/
F6.1      VAR362,NEGRO ENROLLMENT--GRADE 4              1969/
F6.1      VAR363,ANGLO ENROLLMENT--GRADE 4              1969/
F6.1      VAR364,OTHER ENROLLMENT--GRADE 4              1969/
F6.1      VAR365,TOTAL ENROLLMENT--GRADE 8              1969/
F6.1      VAR366,SSA   ENROLLMENT--GRADE 8              1969/
F6.1/     VAR367,NEGRO ENROLLMENT--GRADE 8              1969/
F6.1      VAR368,ANGLO ENROLLMENT--GRADE 8              1969/
F6.1      VAR369,OTHER ENROLLMENT--GRADE 8              1969/
F6.1      VAR370,TOTAL ENROLLMENT--GRADE 12             1969/
F6.1      VAR371,SSA   ENROLLMENT--GRADE 12             1969/
F6.1      VAR372,NEGRO ENROLLMENT--GRADE 12             1969/
F6.1      VAR373,ANGLO ENROLLMENT--GRADE 12             1969/
F6.1      VAR374,OTHER ENROLLMENT--GRADE 12             1969/
F6.1      VAR375,ADDED COMMENTS                         1969/
F6.1      VAR376,EXPENDITURES PER ADA                   1969/
F6.1      VAR377,EXPENDITURES LESS FEDERAL AID          1969/
F6.1      VAR378,ASSESSED VALUATION PER ADA             1969/
F6.1      VAR379,SCHOOL TAX RATE PER $100               1969/
F6.1      VAR380,PUPILS PER TEACHER                     1969/
F6.1      VAR381,NEGRO PUPILS PER NEGRO TEACHER         1969/
F6.1/     VAR382,SSA PUPILS PER SSA TEACHER             1969/
F3        VAR383,DISTRICT CODE                            72/
F2        VAR384,STATE CODE                               72/
F2        VAR385,SAMPLING CODE                            72/
F3        VAR386,NO ELEM SCHOOLS                          72/
F3        VAR387,NO SECONDARY SCHOOLS                     72/
F3        VAR388,TOTAL NO OF SCHOOLS                      72/
F2        VAR389,DATE ENROLLMENT DATA                     72/
F6        VAR390,NO SSA PUPILS                            72/
F6        VAR391,NO NEGRO PUPILS                          72/
F6        VAR392,NO ANGLO PUPILS                          72/
F6        VAR393,NO OTHER PUPILS                          72/
F6        VAR394,TOTAL NO PUPILS                          72/
F5        VAR395,NO. SSA PRESCHOOL PUPILS                 72/
F5        VAR396,NO. NEGRO PRESCHOOL PUPILS               72/
F5        VAR397,NO. ANGLO PRESCHOOL PUPILS               72/
F5        VAR398,NO. OTHER PRESCHOOL PUPILS               72/
F5   /    VAR399,TOTAL NO. PRESCHOOL PUPILS               72/
```

```
F5                 VAR400,NO SSA PUPILS KINDERGARTEN             72/
F5                 VAR401,NO NEGRO PUPILS KINDERGARTEN           72/
F5                 VAR402,NO ANGLO PUPILS KINDERGARTEN           72/
F5                 VAR403,NO OTHER PUPILS KINDERGARTEN           72/
F5                 VAR404,TOTAL NO PUPILS KINDERGARTEN           72/
F5                 VAR405,NO SSA PUPILS GR 1                     72/
F5                 VAR406,NO NEGRO PUPILS GR 1                   72/
F5                 VAR407,NO ANGLO PUPILS GR 1                   72/
F5                 VAR408,NO OTHER PUPILS GR 1                   72/
F5                 VAR409,TOTAL NO PUPILS GR 1                   72/
F5                 VAR410,NO SSA PUPILS GR 4                     72/
F5                 VAR411,NO NEGRO PUPILS GR 4                   72/
F5                 VAR412,NO ANGLO PUPILS GR 4                   72/
F5                 VAR413,NO OTHER PUPILS GR 4                   72/
F5   /             VAR414,TOTAL NO PUPILS GR 4                   72/
F5                 VAR415,NO SSA PUPILS GR 7                     72/
F5                 VAR417,NO ANGLO PUPILS GR 7                   72/
F5                 VAR418,NO OTHER PUPILS GR 7                   72/
F5                 VAR419,TOTAL NO PUPILS GR 7                   72/
F5                 VAR420,NO SSA PUPILS GR 11                    72/
F5                 VAR421,NO NEGRO PUPILS GR 11                  72/
F5                 VAR422,NO ANGLO PUPILS GR 11                  72/
F5                 VAR423,NO OTHER PUPILS GR 11                  72/
F5                 VAR424,TOTAL NO PUPILS GR 11                  72/
F5                 VAR425,NO SSA PUPILS GR 12                    72/
F5                 VAR426,NO NEGRO PUPILS GR 12                  72/
F5                 VAR427,NO ANGLO PUPILS GR 12                  72/
F5                 VAR428,NO OTHER PUPILS GR 12                  72/
F5   /             VAR429,TOTAL NO PUPILS GR 12                  72/
F2,X               VAR430,DATE OF PERS DATA                      72/
F2                 VAR431,ETHNICITY OF SUPT                      72/
F2                 VAR432,EDUC OF SUPT                           72/
F2                 VAR433,TOTAL NO ASSOCIATE SUPT                72/
F2                 VAR434,NO SS ASSOCIATE SUPT                   72/
F2                 VAR435,NO NEGRO ASSOCIATE SUPT                72/
F2                 VAR436,NO ANGLO ASSOCIATE SUPT                72/
F2                 VAR437,NO OTHER ASSOCIATE SUPT                72/
F2                 VAR438,NO ASSOCIATE SUPT WITH B.A.            72/
F2                 VAR439,NO ASSOCIATE SUPT WITH M.A.            72/
F2                 VAR440,NO ASSOCIATE SUPT WITH PH.D            72/
F3                 VAR441,TOTAL NO SCH PRICIPALS                 72/
F3                 VAR442,NO SS SCH PRINCIPALS                   72/
F3                 VAR443,NO NEGRO SCH PRINCIPALS                72/
F3                 VAR444,NO ANGLO SCH PRINCIPALS                72/
F3                 VAR445,NO OTHER SCH PRINCIPALS                72/
F3                 VAR446,NO SCH PRINCIPALS WITH B.A.            72/
F3                 VAR447,NO SCH PRINCIPALS WITH M.A.            72/
F3                 VAR448,NO SCH PRINCIPALS WITH PH.D            72/
F3                 VAR449,TOTAL NO VICE PRINCIPALS               72/
F3                 VAR450,NO SS VICE PRINCIPALS                  72/
F3                 VAR451,NO NEGRO VICE PRINCIPALS               72/
```

```
F3          VAR452,NO ANGLO VICE PRINCIPALS                  72/
F3          VAR453,NO OTHER VICE PRINCIPALS                  72/
F3          VAR454,NO VICE PRINCIPALS WITH B.A.              72/
F3          VAR455,NO VICE PRINCIPALS WITH M.A.              72/
F3   /      VAR456,NO VICE PRINCIPALS WITH PH.D              72/
F3          VAR457,TOTAL NO INSTR SUPERVISORS                72/
F2          VAR458,NO SS INSTR SUPERVISORS                   72/
F2          VAR459,NO NEGRO INSTR SUPERVISORS                72/
F3          VAR460,NO ANGLO INSTR SUPERVISORS                72/
F2          VAR461,NO OTHER INSTR SUPERVISOR                 72/
F2          VAR462,NO INSTR SUPERVISORS WITH B.A.            72/
F3          VAR463,NO INSTR SUPERVISORS WITH M.A.            72/
F2          VAR464,NO INSTR SUPERVISORS WITH PH.D            72/
F2          VAR465,TOTAL NO FEDERAL PROG DIRECTORS           72/
F2          VAR466,NO SS FEDERAL PROG DIRECTORS              72/
F2          VAR467,NO NEGRO FEDERAL PROG DIRECTORS           72/
F2          VAR468,NO ANGLO FEDERAL PROG DIRECTORS           72/
F2          VAR469,NO OTHER FEDERAL PROG DIRECTORS           72/
F2          VAR470,NO FEDERAL PROG DIRECTORS WITH B.A.       72/
F2          VAR471,NO FEDERAL PROG DIRECTORS WITH M.A.       72/
F2          VAR472,NO FEDERAL PROG DIRECTORS WITH PH.D       72/
F2          VAR473,TOTAL NO COMM RELATIONS SPEC              72/
F2          VAR474,NO SS COMM RELATIONS SPEC                 72/
F2          VAR475,NO NEGRO COMM RELATIONS SPEC              72/
F2          VAR476,NO ANGLO COMM RELATIONS SPEC              72/
F2          VAR477,NO OTHER COMM RELATIONS SPEC              72/
F2          VAR478,NO COMM RELATIONS SPEC WITH B.A.          72/
F2          VAR479,NO COMM RELATIONS SPEC WITH M.A.          72/
F2          VAR480,NO COMM RELATIONS SPEC WITH PH.D          72/
F3          VAR481,TOTAL NO COUNSELORS                       72/
F3          VAR482,NO SS COUNSELORS                          72/
F3          VAR483,NO NEGRO COUNSELORS                       72/
F3          VAR484,NO ANGLO COUNSELORS                       72/
F3          VAR485,NO OTHER COUNSELORS                       72/
F3          VAR486,NO COUNSELORS WITH B.A.                   72/
F3          VAR487,NO COUNSELORS WITH M.A.                   72/
F3   /      VAR488,NO COUNSELORS WITH PH.D                   72/
F5          VAR489,TOTAL NO CLASSROOM TEACHERS               72/
F5          VAR490,NO SS CLASSROOM TEACHERS                  72/
F5          VAR491,NO NEGRO CLASSROOM TEACHERS               72/
F5          VAR492,NO ANGLO CLASSROOM TEACHERS               72/
F5          VAR493,NO OTHER CLASSROOM TEACHERS               72/
F5          VAR494,NO CLASSROOM TEACHERS WITH B.A.           72/
F5          VAR495,NO CLASSROOM TEACHERS WITH M.A.           72/
F5          VAR496,NO CLASSROOM TEACHERS WITH PH.D           72/
F2          VAR497,SIZE OF TOWN                              72/
F2          VAR498,ATTENDANCE AREA                           72/
F2          VAR499,TOWN PERCENT SSA                          72/
F2          VAR500,TOWN PERCENT NEGRO                        72/
F2          VAR501,TOWN PERCENT ANGLO                        72/
F2          VAR502,TOWN PERCENT OTHER                        72/
F2          VAR503,SELECTION OF SCH BOARD                    72/
```

```
F2            VAR504,SB CHAIRMAN SEI                         72/
F2            VAR505,SB CHAIRMAN OC                          72/
F2            VAR506,SB CHAIRMAN ETHNICITY                   72/
F2            VAR507,SB CHAIRMAN YRS ON BOARD                72/
F2            VAR508,SB CHAIRMAN EDUCATION                   72/
F2            VAR509,SB 2 SEI                                72/
F2            VAR510,SB 2 OC                                 72/
F2            VAR511,SB 2 ETHNICITY                          72/
F2            VAR512,SB 2 YRS ON BOARD                       72/
F2            VAR513,SB 2 EDUCATION                          72/
F2            VAR514,SB3 SEI                                 72/
F2            VAR515,SB 3 OC                                 72/
F2            VAR516,SB 3 ETHNICITY                          72/
F2            VAR517,SB 3 YRS ON BOARD                       72/
F2            VAR518,SB 3 EDUCATION                          72/
F2            VAR519,SB 4 SEI                                72/
F2            VAR520,SB 4 OC                                 72/
F2            VAR521,SB 4 ETHNICITY                          72/
F2            VAR522,SB 4 YRS ON BOARD                       72/
F2            VAR523,SB 4 EDUCATION                          72/
F2            VAR524,SB 5 SEI                                72/
F2            VAR525,SB 5 OC                                 72/
F2            VAR526,SB 5 ETHNICITY                          72/
F2            VAR527,SB 5 YRS ON BOARD                       72/
F2            VAR528,SB 5 EDUCATION                          72/
F2            VAR529,SB 6 SEI                                72/
F2            VAR530,SB 6 OC                                 72/
F2            VAR531,SB 6 ETHNICITY                          72/
F2            VAR532,SB 6 YRS ON BOARD                       72/
F2            VAR533,SB 6 EDUCATION                          72/
F2            VAR534,SB 7 SEI                                72/
F2            VAR535,SB 7 OC                                 72/
F2            VAR536,SB 7 ETHNICITY                          72/
F2            VAR537,SB 7 YRS ON BOARD                       72/
F2            VAR538,SB 7 EDUCATION                          72/
F2            VAR539,SB 8 SEI                                72/
F2            VAR540,SB 8 OC                                 72/
F2            VAR541,SB 8 ETHNICITY                          72/
F2            VAR542,SB 8 YRS ON BOARD                       72/
F2            VAR543,SB 8 EDUCATION                          72/
F2            VAR544,SB 9 SEI                                72/
F2            VAR545,SB 9 OC                                 72/
F2            VAR546,SB 9 ETHNICITY                          72/
F2            VAR547,SB 9 YRS ON BOARD                       72/
F2            VAR548,SB 9 EDUCATION                          72/
F2            VAR549,SB 10 SEI                               72/
F2            VAR550,SB 10 OC                                72/
F2            VAR551,SB 10 ETHNICITY                         72/
F2            VAR552,SB 10 YRS ON BOARD                      72/
F2            VAR553,SB 10 EDUCATION                         72/
F2            VAR554,SB 11 SEI                               72/
F2            VAR555,SB 11 OC                                72/
```

```
F2          VAR556,SB 11 ETHNICITY                                    72/
F2          VAR557,SB 11 YRS ON BOARD                                 72/
F2   /      VAR558,SB 11 EDUCATION                                    72/
F5          VAR559,COLLEGE EXAM SSA                                   72/
F5          VAR560,COLLEGE EXAM NEGRO                                 72/
F5          VAR561,COLLEGE EXAM ANGLO                                 72/
F5          VAR562,COLLEGE EXAM OTHERS                                72/
F5          VAR563,COLLEGE EXAM TOTAL                                 72/
F2          VAR564,NEAREST JR COLLEGE                                 72/
F2          VAR565,NEAREST SR COLLEGE                                 72/
F2          VAR566,NO SPANISH GROUNDS                                 72/
F2          VAR567,NO SPANISH CLASS                                   72/
F2          VAR568,DATE OF READING SCORES                             72/
F5          VAR569,GR 4 SSA READ 3 YRS BELOW                          72/
F5          VAR570,GR 4 NEGRO READ 3 YRS BELOW                        72/
F5          VAR571,GR 4 ANGLO READ 3 YRS BELOW                        72/
F5          VAR572,GR 4 SSA   READ 2-3 YRS BELOW                      72/
F5          VAR573,GR 4 NEGRO READ 2-3 YRS BELOW                      72/
F5          VAR574,GR 4 ANGLO READ 2-3 YRS BELOW                      72/
F5          VAR575,GR 4 SSA READ .5 - 2 YRS BELOW                     72/
F5          VAR576,GR 4 NEGRO READ .5 - 2 YRS BELOW                   72/
F5   /      VAR577,GR 4 ANGLO READ .5 - 2 YRS BELOW                   72/
F5          VAR578,GR 4 SSA READ AT GR LEVEL                          72/
F5          VAR579,GR 4 NEGRO READ AT GR LEVEL                        72/
F5          VAR580,GR 4 ANGLO READ AT GR LEVEL                        72/
F5          VAR581,GR 8 SSA READ 3 YRS BELOW                          72/
F5          VAR582,GR 8 NEGRO READ 3 YRS BELOW                        72/
F5          VAR583,GR 8 ANGLO READ 3 YRS BELOW                        72/
F5          VAR584,GR 8 SSA READ 2-3 YRS BELOW                        72/
F5          VAR585,GR 8 NEGRO READ 2-3 YRS BELOW                      72/
F5          VAR586,GR 8 ANGLO READ 2-3 YRS BELOW                      72/
F5          VAR587,GR 8 SSA READ .5 - 2 YRS BELOW                     72/
F5          VAR588,GR 8 NEGRO READ .5 - 2 YRS BELOW                   72/
F5          VAR589,GR 8 ANGLO READ .5 - 2 YRS BELOW                   72/
F5          VAR590,GR 8 SSA READ GR LEVEL                             72/
F5          VAR591,GR 8 NEGRO READ GR LEVEL                           72/
F5   /      VAR592,GR 8 ANGLO READ GR LEVEL                           72/
F5          VAR593,GR 12 SSA READ 3 BELOW                             72/
F5          VAR594,GR 12 NEGRO READ 3 BELOW                           72/
F5          VAR595,GR 12 ANGLO READ 3 BELOW                           72/
F5          VAR596,GR 12 SSA READ 2-3 BELOW                           72/
F5          VAR597,GR 12 NEGRO READ 2-3 BELOW                         72/
F5          VAR598,GR 12 ANGLO READ 2-3 BELOW                         72/
F5          VAR599,GR 12 SSA READ .5-2 BELOW                          72/
F5          VAR600,GR 12 NEGRO READ .5-2 BELOW                        72/
F5          VAR601,GR 12 ANGLO READ .5-2 BELOW                        72/
F5          VAR602,GR 12 SSA READ AT LEVEL                            72/
F5          VAR603,GR 12 NEGRO READ AT LEVEL                          72/
F5          VAR604,GR 12 ANGLO READ AT LEVEL                          72/
F5          VAR605,GR4 SSA REPEATING                                  72/
F5          VAR606,GR4 NEGRO REPEATING                                72/
F5   /      VAR607,GR4 ANGLO REPEATING                                72/
```

```
F5             VAR608,GR8 SSA REPEATING                     72/
F5             VAR609,GR8 NEGRO REPEATING                   72/
F5             VAR610,GR8 ANGLO REPEATING                   72/
F5             VAR611,GR12 SSA REPEATING                    72/
F5             VAR612,GR12 NEGRO REPEATING                  72/
F5             VAR613,GR12 ANGLO REPEATING                  72/
F5             VAR614,GR12 SSA COLLEGE PREPARATORY          72/
F5             VAR615,GR12 NEGRO COLLEGE PREPARATORY        72/
F5             VAR616,GR12 ANGLO COLLEGE PREPARATORY        72/
F5             VAR617,GR12 SSA VOCATIONAL                   72/
F5             VAR618,GR12 NEGRO VOCATIONAL                 72/
F5             VAR619,GR12 ANGLO VOCATIONAL                 72/
F4             VAR620,SSA SUSPENDED                         72/
F3             VAR621,NEGRO SUSPENDED                       72/
F4             VAR622,ANGLO SUSPENDED                       72/
F4  /          VAR623,TOTAL SUSPENDED                       72/
F3             VAR624,ELEM SCHOOLS  ESL                     72/
F3             VAR625,SECONDARY SCHOOLS  ESL                72/
F5             VAR626,ELEM SS PUPILS  ESL                   72/
F5             VAR627,SECONDARY SS PUPILS  ESL              72/
F5             VAR628,ELEM NON SS PUPILS  ESL               72/
F5             VAR629,SECONDARY NON SS PUPILS  ESL          72/
F4             VAR630,SS TEACHERS  ESL                      72/
F4             VAR631,NON SS TEACHERS  ESL                  72/
F3             VAR632,ELEM SCHOOLS BILINGUAL                72/
F3             VAR633,SECONDARY SCHOOLS BILINGUAL           72/
F5             VAR634,ELEM SS PUPILS BILINGUAL              72/
F5             VAR635,SECONDARY SS PUPILS BILINGUAL         72/
F5             VAR636,ELEM NON SS PUPILS BILINGUAL          72/
F5             VAR637,SECONDARY NON SS PUPILS BILINGUAL     72/
F4             VAR638,SS TEACHERS BILINGUAL                 72/
F4  /          VAR639,NON SS TEACHERS BILINGUAL             72/
F3             VAR640,ELEM SCHOOLS MA STUDIES               72/
F3             VAR641,SECONDARY SCHOOLS MA STUDIES          72/
F5             VAR642,ELEM SS PUPILS MA STUDIES             72/
F5             VAR643,SECONDARY SS PUPILS MA STUDIES        72/
F5             VAR644,ELEM NON SS PUPILS MA STUDIES         72/
F5             VAR645,SECONDARY NON SS PUPILS MA STUDIES    72/
F4             VAR646,SS TEACHERS MA STUDIES                72/
F4             VAR647,NON SS TEACHERS MA STUDIES            72/
F3             VAR648,ELEM SCHOOLS REMEDIAL READ            72/
F3             VAR649,SECONDARY SCH  REMEDIAL READ          72/
F5             VAR650,ELEM SS PUPILS REMEDIAL READ          72/
F5             VAR651,SECONDARY SS PUPILS REMEDIAL READ     72/
F5             VAR652,ELEM NON SS PUPILS REMEDIAL READ      72/
F5             VAR653,SECONDARY NON SS PUPILS REMEDIAL READ 72/
F4             VAR654,SS TEACHERS REMEDIAL READ             72/
F4  /          VAR655,NON SS TEACHERS REMEDIAL READ         72/
F5             VAR656,EMR  SSA                              72/
F5             VAR657,EMR  NEGRO                            72/
F5             VAR658,EMR  ANGLO                            72/
```

```
F5           VAR659,EMR  OTHER                                72/
F5           VAR660,EMR TOTAL                                 72/
F2           VAR661,TRACKING                                  72/
F3           VAR662,CLASS TRACKING                            72/
F3           VAR663,SUBJECT TRACKING                          72/
F2           VAR664,SCORES ACH TESTS                          72/
F2           VAR665,IQ TESTS                                  72/
F2           VAR666,READ GRADE LEVEL                          72/
F2           VAR667,STUDENT SCH PERF                          72/
F2           VAR668,EMOTION PHY MATUR                         72/
F2           VAR669,INTER STUDY HABITS                        72/
F2           VAR670,PARENTAL PREFER                           72/
F2           VAR671,STUDENT PREFER                            72/
F2           VAR672,TEACH REFERRALS                           72/
F2           VAR673,OTHER                                     72/
F2           VAR674,1ST MOST IMP CRITERION TRACKING           72/
F2           VAR675,2ND MOST IMP CRITERION TRACKING           72/
F2           VAR676,3RD MOST IMP CRITERION TRACKING           72/
F2           VAR677,REMENDIAL READING                         72/
F2           VAR678,REMEDIAL MATH                             72/
F2           VAR679,BILI ED TITLE VII                         72/
F2           VAR680,ESL LANG DEV                              72/
F2           VAR681,EARLY CHILD EDUC                          72/
F2           VAR682,COUNSEL TUTOR SERV                        72/
F2           VAR683,VOCA TRAIN + EDUC                         72/
F2           VAR684,COMPENSATORY EDUC                         72/
F2           VAR685,INSTRUCT IMPROVE                          72/
F2           VAR686,HEALTH MED SPEECH                         72/
F2           VAR687,FREE LUNCH PROG                           72/
F2           VAR688,DESE INTEGR ASSIST                        72/
F2           VAR689,MIGRANT ED GRANTS                         72/
F8           VAR690,TOTAL FED FUNDING                         72/
F8   /       VAR691,TOTAL TITLE 1 FUNDING                     72/
F4           VAR692,LESS THAN $4000                           72/
F4           VAR693,$4000 TO $5999                            72/
F5           VAR694,$6000 TO $7999                            72/
F5           VAR695,$8000 TO $9999                            72/
F5           VAR696,$10000 TO $11999                          72/
F5           VAR697,$12000 OR ABOVE                           72/
F5           VAR698,TOTAL FULL-TIME TEACHERS                  72/
F5           VAR699,MEDIAN TEACHER SALARY                     72/
F9           VAR700,LOCAL REVENUE                             72/
F9           VAR701,STATE REVENUE                             72/
F9           VAR702,FEDERAL REVENUE                           72/
F10 /        VAR703,TOTAL EXPENDITURES                        72/
F3           VAR704,TITLE 1 SCHOOLS                           72/
F2           VAR705,SSA POVERTY                               72/
F2           VAR706,NEGRO POVERTY                             72/
F2           VAR707,ANGLO POVERTY                             72/
F2           VAR708,OTHER POVERTY                             72/
F2           VAR709,TOTAL POVERTY                             72/
F2           VAR710,ADVISORY BOARD                            72/
```

```
F2                  VAR711,ADMIN SS ON ADVISORY BOARD              72/
F2                  VAR712,ADMIN NON SS ON ADVISORY BOARD          72/
F2                  VAR713.TEACHERS SS                             72/
F2                  VAR714,TEACHERS NON SS                         72/
F2                  VAR715,PARENTS SS                              72/
F2                  VAR716,PARENTS NON SS                          72/
F2                  VAR717,PUPILS SS                               72/
F2                  VAR718,PUPILS NON SS                           72/
F2                  VAR719,OTHER SS                                72/
F2                  VAR720,OTHER NON SS                            72/
F2                  VAR721,TOTAL SS                                72/
F2                  VAR722.TOTAL NON SS                            72/
F2                  VAR723,ETHNIC BAL SCH                          72/
F2                  VAR724,TEACHER TRAING IN MA STUDIES-           72/
F2                  VAR725,EMPLOY SSA TEACHER AID                  72/
F2                  VAR726,PUPIL EXCH DIS SCH                      72/
F2                  VAR727,PTA ACTIV REL MA                        72/
F2                  VAR728,CHANGES CURRI MA                        72/
F2                  VAR729,BILI BICU ORG SCH                       72/
F2                  VAR730,IMPR SCH COMM REL                       72/
F2                  VAR731,BETTER PHY FACILI                       72/
F2                  VAR732,USE TEACH AIDS                          72/
F2                  VAR733,UTILI COMM AIDS                         72/
F2                  VAR734,DEVISE IQ INSTRUMENT                    72/
F2                  VAR735.INFO AVAIL OF SCH                       72/
F2                  VAR736,COURSES IN BICULTURAL ED                72/
F2                  VAR737,OTHERS                                  72/
3XF2                VAR738,ETHNIC BALANCE IN SCHOOL-IMPLEMENTED    72/
F2                  VAR739,TEACHER TRAING IN MA STUDIES-IMPLEMEN   72/
F2                  VAR740,EMPLOY SSA TEACHER AID-IMPLEMENTED      72/
F2                  VAR741,PUPIL EXCH DIS SCH  -IMPLEMENTED        72/
F2                  VAR742,PTA ACTIV REL MA    -IMPLEMENTED        72/
F2                  VAR743.CHANGES CURRI MA    -IMPLEMENTED        72/
F2                  VAR744,BILI BICU ORG SCH   -IMPLEMENTED        72/
F2                  VAR745.IMPR SCH COMM REL   -IMPLEMENTED        72/
F2                  VAR746,BETTER PHY FACILITY-IMPLEMENTED         72/
F2                  VAR747.USE TEACH AIDS      -IMPLEMENTED        72/
F2                  VAR748,UTILI COMM AIDS     -IMPLEMENTED        72/
F2                  VAR749,DEVISE IQ INSTRUMENT-IMPLEMENTED        72/
F2                  VAR750.INFO AVAIL OF SCHOOL-IMPLEMENTED        72/
F2                  VAR751,COURSES IN BICULTURAL ED--IMPLEMENTED   72/
F2   /              VAR752,OTHERS              -IMPLEMENTED        72/
F2                  VAR753,CONSULTANTS                             72/
F3                  VAR754,CHICANO ORGS                            72/
F3                  VAR755,BLACK ORGS                              72/
F3                  VAR756,PTA PRES SSA                            72/
F3                  VAR757,PTA PRES NEGRO                          72/
F3                  VAR758,PTA PRES ANGLO                          72/
F3                  VAR759,PTA PRES OTHER                          72/
F3                  VAR760,TOTAL PTA PRES                          72/
F4                  VAR761,ELEM PPE                                72/
```

```
F4          VAR762,SECONDARY PPE                              72/
F4          VAR763,PPE - ALL LEVELS                           72/
F2          VAR764,FUNDING DISTRICTS                          72/
F2          VAR765,BUSING                                     72/
F2          VAR766,NEIGHBOR SCHOOLS                           72/
F2          VAR767,ASSIGN OF PUPILS                           72/
F2          VAR768,SPECIAL PROGRAMS                           72/
F2          VAR769,CHICANO PROTESTS                           72/
F2          VAR770,BILINGUAL EDUC                             72/
F2          VAR771,PERCENT SSA IN GR1- ONLY SPANISH           72/
F2          VAR772,PERCENT SSA IN GR1-SOME ENGLISH            72/
F2          VAR773,PERCENT SSA IN GR1-AS WELL AS ANGLO        72/
F2          VAR774,BILINGUAL EDUC                             72/
F2          VAR775,CHICANO STUDIES                            72/
F2          VAR776,HEADSTART                                  72/
F2          VAR777,IDEAL SCHOOL SYS                           72/
F2          VAR778,YOUR DISTRICT                              72/
F2          VAR779,Q12 PART II                                72/
F2          VAR780,Q13 PART II                                72/
F2          VAR781,Q14 PART II                                72/
F2          VAR782,Q15 PART II                                72/
F2          VAR783,Q16 PART II                                72/
F2          VAR784,Q17 PART II                                72/
F2          VAR785,Q18 PART II                                72/
F2          VAR786,Q19 PART II                                72/
F2          VAR787,Q20 AGE                                    72/
F2          VAR788,Q21 SEX                                    72/
F2          VAR789,Q22 YRS. SUPT.                             72/
F2          VAR790,Q23 ANNUAL SALARY                          72/
F2          VAR791,Q24 METHOD OF CHOOSING                     72/
F2          VAR792,Q25 SUPT HIGHEST DEGREE                    72/
F2          VAR793,Q25 FIELD OF HIGHEST DEGREE OF SUPT        72/
F2          VAR794,Q26 HOW LONG SUPT HAS LIVED HERE           72/
F2          VAR795,Q27 CHILDHOOD HOME OF SUPT                 72/
F2  /       VAR796,Q28 COMMENTS                               72/
F6.1        VAR797,PERCENT SPANISH SURNAMED STUDENTS        1972/
F6.1        VAR798,PERCENT NEGRO STUDENTS                   1972/
F6.1        VAR799,PERCENT ANGLO STUDENTS                   1972/
F6.1        VAR800,PERCENT OTHER STUDENTS                   1972/
F6.1        VAR801,PERCENT PRE-SCHOOL SSA                   1972/
F6.1        VAR802,PERCENT PRE-SCHOOL NEGRO                 1972/
F6.1        VAR803,PERCENT PRE-SCHOOL ANGLO                 1972/
F6.1        VAR804,PERCENT PRE-SCHOOL OTHER                 1972/
F6.1        VAR805,PERCENT KINDERGARTEN SSA                 1972/
F6.1        VAR806,PERCENT KINDERGARTEN NEGRO               1972/
F6.1        VAR807,PERCENT KINDERGARTEN ANGLO               1972/
F6.1        VAR808,PERCENT KINDERGARTEN OTHER               1972/
F6.1        VAR809,PERCENT GRADE 1 SSA                      1972/
F6.1        VAR810,PERCENT GRADE 1 NEGRO                    1972/
F6.1        VAR811,PERCENT GRADE 1 ANGLO                    1972/
F6.1        VAR812,PERCENT GRADE 1 OTHER                    1972/
F6.1        VAR813,PERCENT GRADE 4 SSA                      1972/
```

```
F6.1         VAR814,PERCENT GRADE 4 NEGRO                   1972/
F6.1         VAR815,PERCENT GRADE 4 ANGLO                   1972/
F6.1         VAR816,PERCENT GRADE 4 OTHER                   1972/
F6.1/        VAR817,PERCENT GRADE 7 SSA                     1972/
F6.1         VAR818,PERCENT GRADE 7 NEGRO                   1972/
F6.1         VAR819,PERCENT GRADE 7 ANGLO                   1972/
F6.1         VAR820,PERCENT GRADE 7 OTHER                   1972/
F6.1         VAR821,PERCENT GRADE 11 SSA                    1972/
F6.1         VAR822,PERCENT GRADE 11 NEGRO                  1972/
F6.1         VAR823,PERCENT GRADE 11 ANGLO                  1972/
F6.1         VAR824,PERCENT GRADE 11 OTHER                  1972/
F6.1         VAR825,PERCENT GRADE 12 SSA                    1972/
F6.1         VAR826,PERCENT GRADE 12 NEGRO                  1972/
F6.1         VAR827,PERCENT GRADE 12 ANGLO                  1972/
F6.1         VAR828,PERCENT GRADE 12 OTHER                  1972/
F6.1         VAR829,PERCENT SSA ASSOC SUPER                 1972/
F6.1         VAR830,PERCENT NEGRO ASSOC SUPER               1972/
F6.1         VAR831,PERCENT ANGLO ASSOC SUPER               1972/
F6.1         VAR832,PERCENT OTHER ASSOC SUPER               1972/
F6.1         VAR833,PERCENT ASSOC SUPER WITH BA             1972/
F6.1         VAR834,PERCENT ASSOC SUPER WITH MA             1972/
F6.1         VAR835,PERCENT ASSOC SUPER WITH PHD            1972/
F6.1         VAR836,PERCENT SSA PRINCIPALS                  1972/
F6.1         VAR837,PERCENT NEGRO PRINCIPALS                1972/
F6.1/        VAR838,PERCENT ANGLO PRINCIPALS                1972/
F6.1         VAR839,PERCENT OTHER PRINCIPALS                1972/
F6.1         VAR840,PERCENT PRINCIPALS WITH BA              1972/
F6.1         VAR841,PERCENT PRINCIPALS WITH MA              1972/
F6.1         VAR842,PERCENT PRINCIPALS WITH PHD             1972/
F6.1         VAR843,PERCENT SSA VICE PRINCIPALS             1972/
F6.1         VAR844,PERCENT NEGRO VICE PRINCIPALS           1972/
F6.1         VAR845,PERCENT ANGLO VICE PRINCIPALS           1972/
F6.1         VAR846,PERCENT OTHER VICE PRINCIPALS           1972/
F6.1         VAR847,PERCENT VICE PRINCIPALS WITH BA         1972/
F6.1         VAR848,PERCENT VICE PRINCIPALS WITH MA         1972/
F6.1         VAR849,PERCENT VICE PRINCIPALS WITH PHD        1972/
F6.1         VAR850,PERCENT SSA INSTR SUPERVISORS           1972/
F6.1         VAR851,PERCENT NEGRO INSTR SUPERVISORS         1972/
F6.1         VAR852,PERCENT ANGLO INSTR SUPERVISORS         1972/
F6.1         VAR853,PERCENT OTHER INSTR SUPERVISORS         1972/
F6.1         VAR854,PERCENT INSTR SUPERVISORS WITH BA       1972/
F6.1         VAR855,PERCENT INSTR SUPERVISORS WITH MA       1972/
F6.1         VAR856,PERCENT INSTR SUPERVISORS WITH PHD      1972/
F6.1         VAR857,PERCENT SSA FED PROGRAM DIRECTOR        1972/
F6.1         VAR858,PERCENT NEGRO FED PROGRAM DIRECTOR      1972/
F6.1/        VAR859,PERCENT ANGLO FED PROGRAM DIRECTOR      1972/
F6.1         VAR860,PERCENT OTHER FED PROGRAM DIRECTOR      1972/
F6.1         VAR861,PER. FED PROGRAM DIRECTOR WITH BA       1972/
F6.1         VAR862,PER. FED PROGRAM DIRECTOR WITH MA       1972/
F6.1         VAR863,PER. FED PROGRAM DIRECTOR WITH PHD      1972/
F6.1         VAR864,PER   SSA COMMUNITY RELATIONS SPEC      1972/
```

```
F6.1       VAR865,PER NEGRO COMMUNITY RELATIONS SPEC  1972/
F6.1       VAR866,PER ANGLO COMMUNITY RELATIONS SPEC  1972/
F6.1       VAR867,PER OTHER COMMUNITY RELATIONS SPEC  1972/
F6.1       VAR868,PER COMMUNITY REL SPEC WITH BA      1972/
F6.1       VAR869,PER COMMUNITY REL SPEC WITH MA      1972/
F6.1       VAR870,PER COMMUNITY REL SPEC WITH PHD     1972/
F6.1       VAR871,PERCENT SSA COUNSELORS              1972/
F6.1       VAR872,PERCENT NEGRO COUNSELORS            1972/
F6.1       VAR873,PERCENT ANGLO COUNSELORS            1972/
F6.1       VAR874,PERCENT OTHER COUNSELORS            1972/
F6.1       VAR875,PERCENT COUNSELORS WITH BA          1972/
F6.1       VAR876,PERCENT COUNSELORS WITH MA          1972/
F6.1       VAR877,PERCENT COUNSELORS WITH PHD         1972/
F6.1       VAR878,PERCENT SSA TEACHERS                1972/
F6.1       VAR879,PERCENT NEGRO TEACEHRS              1972/
F6.1/      VAR880,PERCENT ANGLO TEACHERS              1972/
F6.1       VAR881,PERCENT OTHER TEACHERS              1972/
F6.1       VAR882,PERCENT TEACHERS WITH BA            1972/
F6.1       VAR883,PERCENT TEACHERS WITH MA            1972/
F6.1       VAR884,PERCENT TEACHERS WITH PHD           1972/
F6.1       VAR885,NUMBER OF MEMBERS ON SCHOOL BOARD   1972/
F6.1       VAR886,SOCIAL ECONOMIC INDEX OF SCHOOL BD  1972/
F6.1       VAR887,PERCENT BUSINESS OWNERS ON SCH BD   1972/
F6.1       VAR888,PERCENT PROFESSIONALS ON SCH BD     1972/
F6.1       VAR889,PERCENT FARMERS ON SCH BD           1972/
F6.1       VAR890,PERCENT CLERICAL ON SCH BD          1972/
F6.1       VAR891,PERCENT CRAFTSMEN ON SCH BD         1972/
F6.1       VAR892,PERCENT SEMI-SKILLED ON SCH BD      1972/
F6.1       VAR893,PERCENT SERVICE WORKERS ON SCH BD   1972/
F6.1       VAR894,PERCENT HOUSEWIVES ON SCH BD        1972/
F6.1       VAR895,PERCENT RETIRED ON SCH BD           1972/
F6.1       VAR896,PERCENT SSA ON SCH BD               1972/
F6.1       VAR897,PERCENT NEGRO ON SCH BD             1972/
F6.1       VAR898,PERCENT ANGLO ON SCH BD             1972/
F6.1       VAR899,PERCENT OTHERS ON SCH BD            1972/
F6.1       VAR900,AVERAGE YRS ON SCHOOL BOARD         1972/
F6.1/      VAR901,AVERAGE EDUCATION OF SCHOOL BOARD   1972/
F6.1       VAR902,PER SSA TAKING COL ENTR EXAM        1972/
F6.1       VAR903,PER NEGRO TAKING COL ENTR EXAM      1972/
F6.1       VAR904,PER ANGLO TAKING COL ENTR EXAM      1972/
F6.1       VAR905,PER OTHER TAKING COL ENTR EXAM      1972/
F6.1       VAR906,PER SSA READING 3 YRS BELOW GR 4    1972/
F6.1       VAR907,PER SSA READING 2-3 YRS BELOW GR 4  1972/
F6.1       VAR908,PER SSA READING 0.5-2 YRS BELOW GR 4  72/
F6.1       VAR909,PER SSA READING AT GRADE LEVEL 4    1972/
F6.1       VAR910,PER NEGRO READING 3 YRS BELOW GR 4  1972/
F6.1       VAR911,PER NEGRO READING 2-3 YRS BELOW GR 4  72/
F6.1       VAR912,PER NEGRO READING 0.5-2 YRS BEL GR 4  72/
F6.1       VAR913,PER NEGRO  READING AT GRADE LEVEL 4 1972/
F6.1       VAR914,PER ANGLO READING 3 YRS BELOW GR 4  1972/
F6.1       VAR915,PER ANGLO READING 2-3 YRS BELOW GR 4  72/
```

```
F6.1          VAR916,PER ANGLO READING 0.5-2 YRS BEL GR 4  72/
F6.1          VAR917,PER ANGLO READING AT GRADE LEVEL 4  1972/
F6.1          VAR918,PER   SSA READING 3 YRS BELOW GR 8  1972/
F6.1          VAR919,PER  SSA READING 2-3 YRS BELOW GR 8 1972/
F6.1          VAR920,PER SSA   READING 0.5-2 YRS BEL GR8 1972/
F6.1          VAR921,PER SSA   READING AT GRADE LEVEL 8  1972/
F6.1/         VAR922,PER NEGRO READING 3 YRS BELOW GR 8  1972/
F6.1          VAR923,PER NEGRO READING 2-3 YRS BELOW GR8 1972/
F6.1          VAR924,PER NEGRO READING 0.5-2 YRS BEL GR8 1972/
F6.1          VAR925,PER NEGRO READING AT GRADE LEVEL 8  1972/
F6.1          VAR926,PER ANGLO READING 3 YRS BELOW GR 8  1972/
F6.1          VAR927,PER ANGLO READING 2-3 YRS BELOW GR8 1972/
F6.1          VAR928,PER ANGLO READING 0.5-2 YRS BEL GR8 1972/
F6.1          VAR929,PER ANGLO READING AT GRADE LEVEL 8  1972/
F6.1          VAR930,PER   SSA READING 3 YRS BELOW GR 12 1972/
F6.1          VAR931,PER SSA   READING 2-3 YRS BELOW GR12  72/
F6.1          VAR932,PER SSA   READING 0.5-2 YRS BEL GR12  72/
F6.1          VAR933,PER SSA   READING AT GRADE LEVEL 12 1972/
F6.1          VAR934,PER NEGRO READING 3 YRS BELOW GR 12 1972/
F6.1          VAR935,PER NEGRO READING 2-3 YRS BELOW GR12  72/
F6.1          VAR936,PER NEGRO READING 0.5-2 YRS BEL GR12  72/
F6.1          VAR937,PER NEGRO READING AT GRADE LEVEL 12 1972/
F6.1          VAR938,PER ANGLO READING 3 YRS BELOW GR 12 1972/
F6.1          VAR939,PER ANGLO READING 2-3 YRS BELOW GR12  72/
F6.1          VAR940,PER ANGLO READING 0.5-2 YRS BEL GR12  72/
F6.1          VAR941,PER ANGLO READING AT GRADE LEVEL 12 1972/
F6.1          VAR942,PER SSA REPEATING GRADE 4           1972/
F6.1/         VAR943,PER NEGRO REPEATING GRADE 4         1972/
F6.1          VAR944,PER ANGLO REPEATING GRADE 4         1972/
F6.1          VAR945,PERCENT SSA   REPEATING GRADE 8     1972/
F6.1          VAR946,PERCENT NEGRO REPEATING GRADE 8     1972/
F6.1          VAR947,PERCENT ANGLO REPEATING GRADE 8     1972/
F6.1          VAR948,PERCENT SSA   REPEATING GRADE 12    1972/
F6.1          VAR949,PERCENT NEGRO REPEATING GRADE 12    1972/
F6.1          VAR950,PERCENT ANGLO REPEATING GRADE 12    1972/
F6.1          VAR951,PER SSA   GR 12 COLLEGE PREP        1972/
F6.1          VAR952,PER NEGRO GR 12 COLLEGE PREP        1972/
F6.1          VAR953,PER ANGLO GR 12 COLLEGE PREP        1972/
F6.1          VAR954,PER SSA   GR 12 VOCATIONAL          1972/
F6.1          VAR955,PER NEGRO GR 12 VOCATIONAL          1972/
F6.1          VAR956,PER ANGLO GR 12 VOCATIONAL          1972/
F6.1          VAR957,PERCENT SUSPENDED SSA               1972/
F6.1          VAR958,PERCENT SUSPENDED NEGRO             1972/
F6.1          VAR959,PERCENT SUSPENDED ANGLO             1972/
F6.1          VAR960,PER ELEMENTARY SCHOOLS ESL          1972/
F6.1          VAR961,PER ELEMENTARY SCHOOLS BILINGUAL    1972/
F6.1          VAR962,PER ELEMENTARY SCHOOLS MA STUDIES   1972/
F6.1          VAR963,PER ELEMENTARY SCHOOLS REMED READ   1972/
F6.1/         VAR964,PER SECONDARY SCHOOLS ESL           1972/
F6.1          VAR965,PER SECONDARY SCHOOLS BILINGUAL     1972/
F6.1          VAR966,PER SECONDARY SCHOOLS MA STUDIES    1972/
F6.1          VAR967,PER SECONDARY SCHOOLS REMED READ    1972/
```

```
F6.1           VAR968,PER SSA ENROLLED IN ESL                1972/
F6.1           VAR969,PER SSA ENROLLED IN BILINGUAL          1972/
F6.1/          VAR970,PER SSA ENROLLED IN MA STUDIES         1972/
F6.1           VAR971,PER SSA ENROLLED IN REMED READ         1972/
F6.1           VAR972,PER NON-SSA ENROLLED IN ESL            1972/
F6.1           VAR973,PER NON-SSA ENROLLED IN BILINGUAL      1972/
F6.1           VAR974,PER NON-SSA ENROLLED IN MA STUDIES     1972/
F6.1           VAR975,PER NON-SSA ENROLLED IN REM READ       1972/
F6.1           VAR976,PER SS TEACHERS IN ESL TRAINING        1972/
F6.1           VAR977,PER SS TEACHERS IN BILINGUAL TRAIN     1972/
F6.1           VAR978,PER SS TEACHERS IN MA STUDIES TRAIN    1972/
F6.1           VAR979,PER SS TEACHERS IN REM READ TRAIN      1972/
F6.1           VAR980,PER NON-SS TEACH IN ESL TRAIN          1972/
F6.1           VAR981,PER NON-SS TEACH IN BILINGUAL TRAIN    1972/
F6.1           VAR982,PER NON-SS TEACH IN MA STUDIES TRAIN     72/
F6.1           VAR983,PER NON-SS TEACH IN REM READ TRAIN     1972/
F6.1           VAR984,PER TEACHERS IN ESL TRAINING           1972/
F6.1/          VAR985,PER TEACHERS IN BILINGUAL TRAINING     1972/
F6.1           VAR986,PER TEACHERS IN MA STUDIES TRAINING    1972/
F6.1           VAR987,PER TEACHERS IN REM READ TRAINING      1972/
F6.1           VAR988,PER SSA IN EDUC MENT RETARDED CLASS    1972/
F6.1           VAR989,PER NEGRO IN EDUC MENT RETARDED CL     1972/
F6.1           VAR990,PER ANGLO IN EDUC MENT RETARDED CL     1972/
F6.1           VAR991,PER OTHER IN EDUC MENT RETARDED CL     1972/
F6.1           VAR992,FEDERAL FUNDING PER PUPIL              1972/
F6.1           VAR993,TITLE I FUNDING PER PUPIL              1972/
F6.1           VAR994,PER TEACH WITH SAL LT $4000            1972/
F6.1           VAR995,PER TEACH WITH SAL $4000-$5999         1972/
F6.1           VAR996,PER TEACH WITH SAL $6000-$7999         1972/
F6.1           VAR997,PER TEACH WITH SAL $8000-$9999         1972/
F6.1           VAR998,PER TEACH WITH SAL $10000-$11999       1972/
F6.1           VAR999,PER TEACH WITH SAL ABOVE $12000        1972/
F6.1           VBR001,LOCAL REVENUE PER PUPIL                1972/
F6.1           VBR002,STATE REVENUE PER PUPIL                1972/
F6.1           VBR003,FEDERAL REVENUE PER PUPIL              1972/
F6.1           VBR004,TOTAL EXPENDITURES PER PUPIL           1972/
F6.1           VBR005,PER EXPENDITURES FROM LOCAL REV        1972/
F6.1           VBR006,PER EXPENDITURES FROM STATE REV        1972/
F6.1/          VBR007,PER EXPENDITURES FROM FEDERAL REV      1972/
F6.1           VBR008,PER TITLE I SCHOOLS IN DISTRICT        1972/
F6.1           VBR009,PER SSA ON ADVISORY BOARD              1972/
F6.1           VBR010,PER PARENTS AND PUPILS ON ADVIS BD     1972/
F6.1           VBR011,PER SSA PTA PRESIDENTS                 1972/
F6.1           VBR012,PER NEGRO PTA PRESIDENTS               1972/
F6.1           VBR013,PER ANGLO PTA PRESIDENTS               1972/
F6.1           VBR014,PER OTHER PTA PRESIDENTS               1972/
F6.1           VBR015,PER SCHLS WITH CLASS TRACKING          1972/
F6.1           VBR016,PER SCHLS WITH SUBJECT TRACKING        1972/
F6.1           VBR017,PER HS WITH CHICANO STUDENT ORGS       1972/
F6.1/          VBR018,PER HS WITH BLACK STUDENT ORGS         1972/
A10            VBR019,DISTRICT NAME- PART 1                  1972/
```

```
A10         VBR020,DISTRICT NAME- PART 2                       1972/
A10         VBR021,DISTRICT NAME- PART 3                       1972/
A10         VBR022,DISTRICT NAME- PART 4                       1972/
F7          VBR023,NO. LOW INCOME RETURNS IN DISTRICT          1968/
F7          VBR024,NO. MED INCOME RETURNS IN DISTRICT          1968/
F7          VBR025,NO. HIGH INCOME RETURNS IN DISTRICT         1968/
F6          VBR026, INCOME PER PUPIL                           1968/
F8  /       VBR027,NO. PUPILS IN DISTRICT                      1968/
F6.1        VBR028,PCT CHANGE IN NUMBER OF SCHOOLS            69-72/
F6.1        VBR029,PCT CHANGE IN TOTAL ENROLLMENT             69-72/
F6.1        VBR030,CHANGE IN PCT SSA ENROLLMENT               69-72/
F6.1        VBR031,CHANGE IN PCT NEGRO ENROLLMENT             69-72/
F6.1        VBR032,CHANGE IN PCT ANGLO ENROLLMENT             69-72/
F6.1        VBR033,NO SSA ENROLLED PCT CHANGE                 69-72/
F6.1        VBR034,NO NEGRO ENROLLED PCT CHANGE               69-72/
F6.1        VBR035,NO SSA IN GR. 1 PCT CHANGE                 69-72/
F6.1        VBR036,NO NEGRO IN GR. 1 PCT CHANGE               69-72/
F6.1        VBR037,NO ANGLO IN GR. 1 PCT CHANGE               69-72/
F6.1        VBR038,NO OTHER IN GR. 1 PCT CHANGE               69-72/
F6.1        VBR039,TOTAL IN GR. 1 PCT CHANGE                  69-72/
F6.1        VBR040,NO SSA IN GR. 4 PCT CHANGE                 69-72/
F6.1        VBR041,NO NEGRO IN GR. 4 PCT CHANGE               69-72/
F6.1        VBR042,NO ANGLO IN GR. 4 PCT CHANGE               69-72/
F6.1        VBR043,NO. OTHER IN GR. 4 PCT CHANGE              69-72/
F6.1        VBR044,TOTAL NO IN GR. 4 PCT CHANGE               69-72/
F6.1        VBR045,SSA COHORT GR. 1-4 PCT CHANGE              69-72/
F6.1        VBR046,NEGRO COHORT GR. 1-4 PCT CHANGE            69-72/
F6.1        VBR047,ANGLO COHORT GR. 1-4 PCT CHANGE            69-72/
F6.1/       VBR048,OTHER COHORT GR. 1-4 PCT CHANGE            69-72/
F6.1        VBR049,TOTAL COHORT GR. 1-4 PCT CHANGE            69-72/
F6.1        VBR050,SSA COHORT GR. 4-7 PCT CHANGE              69-72/
F6.1        VBR051,NEGRO COHORT GR 4-7 PCT CHANGE             69-72/
F6.1        VBR052,ANGLO COHORT GR 4-7 PCT CHANGE             69-72/
F6.1        VBR053,OTHER COHORT GR 4-7 PCT CHANGE             69-72/
F6.1        VBR054,TOTAL COHORT GR 4-7 PCT CHANGE             69-72/
F6.1        VBR055,SSA COHORT GR 8-11 PCT CHANGE              69-72/
F6.1        VBR056,NEGRO COHORT GR 8-11 PCT CHANGE            69-72/
F6.1        VBR057,ANGLO COHORT GR 8-11 PCT CHANGE            69-72/
F6.1        VBR058,OTHER COHORT GR 8-11 PCT CHANGE            69-72/
F6.1        VBR059,TOTAL COHORT GR 8-11 PCT CHANGE            69-72/
F6.1        VBR060,NO SSA IN GR. 12 PCT CHANGE                69-72/
F6.1        VBR061,NO NEGRO IN GR. 12 PCT CHANGE              69-72/
F6.1        VBR062,NO ANGLO IN GR. 12 PCT CHANGE              69-72/
F6.1        VBR063,NO OTHER IN GR. 12 PCT CHANGE              69-72/
F6.1        VBR064,TOTAL IN GR. 12 PCT CHANGE                 69-72/
F6.1        VBR065,CHG IN PCT SSA ENROLLED IN GR1             69-72/
F6.1        VBR066,CHG IN PCT NEGRO ENROLLED IN GR1           69-72/
F6.1        VBR067,CHG IN PCT ANGLO ENROLLED IN GR1           69-72/
F6.1        VBR068,CHG IN PCT OTHER ENROLLED IN GR1           69-72/
F6.1/       VBR069,CHG IN PCT SSA ENROLLED IN GR4             69-72/
F6.1        VBR070,CHG IN PCT NEGRO ENROLLED IN GR4           69-72/
```

```
F6.1        VBR071,CHG IN PCT ANGLO ENROLLED IN GR4    69-72/
F6.1        VBR072,CHG IN PCT OTHER ENROLLED IN GR4    69-72/
F6.1        VBR073,CHG IN PCT SSA ENROLLED IN GR12     69-72/
F6.1        VBR074,CHG IN PCT NEGRO ENROLLED IN GR12   69-72/
F6.1        VBR075,CHG IN PCT ANGLO ENROLLED IN GR12   69-72/
F6.1        VBR076,CHG IN PCT OTHER ENROLLED IN GR12   69-72/
F6.1        VBR077,CHG IN ETHNICITY OF SUPT            69-72/
F6.1        VBR078,CHG IN EDUCATION OF SUPT            69-72/
F6.1        VBR079,CHG IN TOTAL NO ASSOC SUPT          69-72/
F6.1        VBR080,CHG IN PCT SSA ASSOC SUPT           69-72/
F6.1        VBR081,CHG IN PCT NEGRO ASSOC SUPT         69-72/
F6.1        VBR082,CHG IN PCT ANGLO ASSOC SUPT         69-72/
F6.1        VBR083,CHG IN PCT OTHER ASSOC SUPT         69-72/
F6.1        VBR084,CHG IN PCT ASSOC SUPT WITH BA       69-72/
F6.1        VBR085,CHG IN PCT ASSOC SUPT WITH MA       69-72/
F6.1        VBR086,CHG IN PCT ASSOC SUPT WITH PHD      69-72/
F6.1        VBR087,NO COM RELS SPEC PCT CHANGE         69-72/
F6.1        VBR088,CHG IN PCT SSA COM RELS SPEC        69-72/
F6.1        VBR089,CHG IN PCT NEGRO COM RELS SPEC      69-72/
F6.1/       VBR090,CHG IN PCT ANGLO COM RELS SPEC      69-72/
F6.1        VBR091,CHG IN PCT OTHER COM RELS SPEC      69-72/
F6.1        VBR092,CHG IN PCT COM RELS SPEC WITH BA    69-72/
F6.1        VBR093,CHG IN PCT COM RELS SPEC WITH MA    69-72/
F6.1        VBR094,CHG IN PCT COM RELS SPEC WITH PHD   69-72/
F6.1        VBR095,CHG IN PUPILS PER TEACHER           69-72/
F6.1        VBR096,NO OF SSA TEACHERS PCT CHANGE       69-72/
F6.1        VBR097,NO OF NEGRO TEACHERS PCT CHANGE     69-72/
F6.1        VBR098,CHANGE IN PCT SSA TEACHERS          69-72/
F6.1        VBR099,CHANGE IN PCT NEGRO TEACHERS        69-72/
F6.1        VBR100,CHANGE IN PCT OWNERS ON SCHOOL BD   69-72/
F6.1        VBR101,CHG IN PCT PROFESSIONALS ON SB      69-72/
F6.1        VBR102,CHG IN PCT FARMERS ON SCHOOL BD     69-72/
F6.1        VBR103,CHANGE IN PCT CLERICAL ON SB        69-72/
F6.1        VBR104,CHANGE IN PCT SKILLED ON SCHOOL BD  69-72/
F6.1        VBR105,CHANGE IN PCT SEMISKILLED ON SB     69-72/
F6.1        VBR106,CHG IN PCT SERVICE WORKERS ON SB    69-72/
F6.1        VBR107,CHANGE IN PCT HOUSEWIVES ON SB      69-72/
F6.1        VBR108,CHANGE IN PCT RETIRED ON SCHOOL BD  69-72/
F6.1        VBR109,CHANGE IN PCT SSA ON SCHOOL BD      69-72/
F6.1        VBR110,CHANGE IN PCT NEGRO ON SCHOOL BD    69-72/
F6.1/       VBR111,CHANGE IN PCT ANGLO ON SCHOOL BD    69-72/
F6.1        VBR112,CHANGE IN PCT OTHER ON SCHOOL BD    69-72/
F6.1        VBR113,CHANGE IN AVE YRS ON SCHOOL BD      69-72/
F6.1        VBR114,CHANGE IN MEAN EDUC OF SB           69-72/
F6.1        VBR115,NO OF TEACHERS ESL PCT CHANGE       69-72/
F6.1        VBR116,NO OF TEACH BILI ED PCT CHG         69-72/
F6.1        VBR117,NO OF TEACH MA STUDIES PCT CHG      69-72/
F6.1        VBR118,NO OF TEACH RR PCT CHANGE           69-72/
F6.1        VBR119,CHANGE IN USE OF CONSULTANTS        69-72/
F6.1        VBR120,CHANGE IN ADV BOARD ON MA AFFAIRS   69-72/
F6.1        VBR121,PCT INCREASE IN PPE ALL LEVELS      69-72/
F6.1        VBR122,DOLLAR CHANGE IN PPE                69-72/
```